

A young man with a backpack and earbuds is focused on his laptop in a library setting. The background shows bookshelves and a study table.

**RAINS
ISD**



ASYNCHRONOUS LEARNING PLAN

2020-2021

Instructional Schedule

1. What are the expectations for daily student interaction with the academic content?

Online students engage in asynchronous learning daily. Synchronous learning options are available as well, though these are optional due to the limited connectivity many online students have in Rains County. Each week, students receive assignments through Google Classroom, the learning management system (LMS). Some assignments, such as bell-ringers, are scheduled to become available to students at 8:00 a.m. daily. Other, more in-depth assignments may be completed over the course of several days in order to offer added flexibility.

Students enrolled in at-home learning have schedules that match course requirements and minimum daily minutes across all grade levels. Students are expected to engage with the content and/or the teacher in every class every day. Sample schedules for students in Prek-Kindergarten through 12th grade are attached.

2. How will you ensure all student groups and grade levels will have the opportunity to engage in approximately a full day of academic content every day?

Assignments in the LMS deepen students' understanding of concepts relevant to the curriculum. The curriculum is presented in the same scope and sequence both in person and online. Core curriculum is organized through the TEKS Resource System, and the non-core curriculum is organized weekly by TEKS-based lessons and products. Most learning units range from 1-5 weeks long, include curated instructional resources and activities, formative tasks and assessments, and a culminating assignment (Performance Assessment, unit assessment, essay, etc.). The work of these units is linked to a class time equivalent. During the instructional day, students are required to make progress towards the completion of unit tasks within Google Classroom.

Instructional supports for assignments may include: videos (by teachers, curriculum publishers, and third-party vendors), guided and independent practice, discussion questions for engagement with peers, formative assessments, and online office hours and tutoring. Accommodations are also available to students who are eligible for instructional supports such as text to speech and extra time for completing assignments.

3. What are the expectations for teacher-student interactions?

Students will use the LMS daily to interact with teachers, peers, and content. Teachers and students will interact through classroom discussions, assignment feedback, emails, comments, and scheduled synchronous meetings. Teachers also offer a minimum of 30 minutes of



online office hours and 30 minutes of online tutorial sessions each week for students as an optional instructional support. These schedules are posted in Google Classroom and communicated to guardians and students. Students who do not engage with the LMS or teacher on a daily basis, or who are failing courses will be contacted by teachers to create a plan of action that ensures the student has access to content, resources, and supports in order to set them up for success.

4. How will teacher-student interactions be differentiated for students with additional learning needs?

Online students with special services such as Special Education, Section 504, English Second Language (ESL), Gifted and Talented (GT), Dyslexia, and Multi-Tiered System of Support (MTSS) will continue to receive a FAPE that is comparable to students in the general education program. Case workers will communicate with these students weekly to provide instructional support and document progress in the academic material.

Students with special services also have access to additional accommodations within the LMS that are individualized and provided at no cost to the student. Students who have been identified for intervention based on progress monitoring data may be assigned an elective course as part of their daily schedule that provides intervention and support with a specially-trained teacher.

Homebound students who are enrolled in online learning may receive instruction from the homebound teacher through a remote setting, particularly when the student’s health is immunocompromised.

Early Childhood Sample Schedule: PK, Head Start, ECSE		
<i>*Students engage a minimum of 180 average daily minutes with academic content across all subjects.</i>		
TIME	STUDENT ACTIVITY	NOTES
90 min.	Reading Language Arts	Teachers may request that students attend live (synchronous) sessions. These sessions will be scheduled in advance and will be communicated with parents/guardians. Sessions may include: Core Content, ESL, Special Education Classes, or Math/Reading Intervention.
45 min.	Math	
15 min.	Science/Social Studies	
30 min.	Intervention/SEL	Each teacher offers a minimum of 30 minutes of virtual support and 30 minutes of tutoring to online learners each week. These opportunities are communicated with families via Google Classroom.

Elementary Sample Schedule: K-2**Students engage a minimum of 180 average daily minutes with academic content across all subjects.*

TIME	STUDENT ACTIVITY	NOTES
60 min.	Reading Language Arts	Teachers may request that students attend live (synchronous) sessions. These sessions will be scheduled in advance and will be communicated with parents/guardians. Sessions may include: Core Content, GT, ESL, Dyslexia, Special Education Classes, or Math/Reading Intervention.
60 min.	Math	
45 min.	Science/Social Studies	
30 min.	Intervention/SEL	Each teacher offers a minimum of 30 minutes of virtual support and 30 minutes of tutoring to online learners each week. These opportunities are communicated with families via Google Classroom.
30 min.	PE/Music	

Intermediate Sample Schedule: 3-5**Students engage a minimum of 180 average daily minutes with academic content across all subjects.*

TIME	STUDENT ACTIVITY	NOTES
60 min.	Reading Language Arts	Teachers may request that students attend live (synchronous) sessions. These sessions will be scheduled in advance and will be communicated with parents/guardians. Sessions may include: Core Content, GT, ESL, Dyslexia, Special Education Classes, or Math/Reading Intervention.
60 min.	Math	
60 min.	Science/Social Studies	
30 min.	Intervention/SEL	Each teacher offers a minimum of 30 minutes of virtual support and 30 minutes of tutoring to online learners each week. These opportunities are communicated with families via Google Classroom.
30 min.	PE/Music	

Jr. High Sample Schedule: 6-8**Students engage a minimum of 240 average daily minutes with academic content across all subjects.*

TIME	STUDENT ACTIVITY	NOTES
40 min.	Reading Language Arts	Teachers may request that students attend live (synchronous) sessions. These sessions will be scheduled in advance and will be communicated with parents/guardians. Sessions may include: Core Content, GT, ESL, Dyslexia, Special Education Classes, or Math/Reading Intervention.
40 min.	Math	
40 min.	Science	
40 min.	Social Studies	Each teacher offers a minimum of 30 minutes of virtual support and 30 minutes of tutoring to online learners each week. These opportunities are communicated with families via Google Classroom.
30 min.	Elective 1	Social Emotional Learning is embedded in the RLA class block for grades 6-8. <u>Electives:</u> Art, Theatre, PE, Band, Tech Apps, Principles of Agriculture, Intervention, Health, Keyboarding
30 min.	Elective 2	
30 min.	Elective 3	
30 min.	Elective 3	

High School Sample Schedule: 9-12**Students engage a minimum of 240 average daily minutes with academic content across all subjects.*

TIME	STUDENT ACTIVITY	NOTES
40 min.	Reading Language Arts	Teachers may request that students attend live (synchronous) sessions. These sessions will be scheduled in advance and will be communicated with parents/guardians. Sessions may include: Core Content, GT, ESL, Dyslexia, Special Education Classes, or Math/Reading Intervention.
40 min.	Math	
40 min.	Science	
40 min.	Social Studies	Each teacher offers a minimum of 30 minutes of virtual support and 30 minutes of tutoring to online learners each week. These opportunities are communicated with families via Google Classroom.
30 min.	Elective 1	Social Emotional Learning is embedded in the RLA class block for grades 9-12. <u>Electives:</u> Art, Theatre, PE, Band, CTE, LOTE, Intervention
30 min.	Elective 2	
30 min.	Elective 3	
30 min.	Elective 3	

Materials Design

Rains ISD implements TEKS Resource System (TEKS RS) and other TEKS-based, instructional materials locally adopted by the district for each course. These resources work to ensure vertical and horizontal alignment is maintained in the presentation, depth, and complexity of the curriculum. Instructional materials are available through the LMS and are designed to provide students with an interactive experience. Teachers use original videos of lessons, screencasts, and other third-party videos to ensure students receive explicit instruction on rigorous, grade-appropriate content. Student mastery of the content will be evaluated based on campus schedules for progress monitoring. Teachers will reinforce any concepts that are below proficiency standards.



Subject	Grade Level	Instructional Materials	Progress Monitoring & Assessment	TEKS Aligned	Resources for Students with Disabilities	Resources for English Learners
Math	K-5	TEKS RS: YAG, IFD, Instructional Support Resources, Pacing Tools, TExGUIDE Texas Gateway Envision + SAVVAS EasyBridge Discovery Education BrainPop Education Galaxy	TEKS RS: Unit Assessments, Performance Assessments, Formative Items NWEA MAP 9 Weeks CBA	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications are provided to students based on their individualized education plan, including supplemental aids and manipulatives. All students have access to extensions in Chrome such as Kami and Google Read&Write, which provide the following accommodations and support: dictionary, text to speech, highlight & writing tools, word prediction, voice notes, and simplify text online.	Linguistic accommodations for instruction and designated supports for assessment are determined by the LPAC and embedded within the curriculum. All English Learners are enrolled in a class with an ESL-certified teacher who is responsible for embedding the ELPS.

Subject	Grade Level	Instructional Materials	Progress Monitoring & Assessment	TEKS Aligned	Resources for Students with Disabilities	Resources for English Learners
Reading Language Arts	K-5	<p>TEKS RS: YAG, IFD, Instructional Support Resources, Pacing Tools, TExGUIDE</p> <p>Texas Gateway</p> <p>HMH (K-2) + HMH Ed Online</p> <p>Fountas & Pinnell Classroom (3-5)</p> <p>Discovery Education</p> <p>BrainPop</p> <p>Education Galaxy</p>	<p>TEKS RS: Unit Assessments, Performance Assessments, Formative Items</p> <p>NWEA MAP</p> <p>9 Weeks CBA</p> <p>Benchmark Assessment System for Intervention Students</p>	Yes	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications are provided to students based on their individualized education plan, including supplemental aids and manipulatives.</p> <p>All students have access to extensions in Chrome such as Kami and Google Read&Write, which provide the following accommodations and support: dictionary, text to speech, highlight & writing tools, word prediction, voice notes, and simplify text online.</p>	<p>Linguistic accommodations for instruction and designated supports for assessment are determined by the LPAC and embedded within the curriculum.</p> <p>All English Learners are enrolled in a class with an ESL-certified teacher who is responsible for embedding the ELPS.</p>

Subject	Grade Level	Instructional Materials	Progress Monitoring & Assessment	TEKS Aligned	Resources for Students with Disabilities	Resources for English Learners
Science	K-5	TEKS RS: YAG, IFD, Instructional Support Resources, Pacing Tools, TExGUIDE Texas Gateway STEMScopes (3-5) Generation Genius Discovery Education BrainPop Education Galaxy	TEKS RS: Unit Assessments, Performance Assessments, Formative Items 9 Weeks CBA	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications are provided to students based on their individualized education plan, including supplemental aids and manipulatives. All students have access to extensions in Chrome such as Kami and Google Read&Write, which provide the following accommodations and support: dictionary, text to speech, highlight & writing tools, word prediction, voice notes, and simplify text online.	Linguistic accommodations for instruction and designated supports for assessment are determined by the LPAC and embedded within the curriculum. All English Learners are enrolled in a class with an ESL-certified teacher who is responsible for embedding the ELPS.

Subject	Grade Level	Instructional Materials	Progress Monitoring & Assessment	TEKS Aligned	Resources for Students with Disabilities	Resources for English Learners
Social Studies	K-5	TEKS RS: YAG, IFD, Instructional Support Resources, Pacing Tools, TExGUIDE Texas Gateway My World + SAVVAS EasyBridge Discovery Education BrainPop	TEKS RS: Unit Assessments, Performance Assessments, Formative Items 9 Weeks CBA	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications are provided to students based on their individualized education plan, including supplemental aids and manipulatives. All students have access to extensions in Chrome such as Kami and Google Read&Write, which provide the following accommodations and support: dictionary, text to speech, highlight & writing tools, word prediction, voice notes, and simplify text online.	Linguistic accommodations for instruction and designated supports for assessment are determined by the LPAC and embedded within the curriculum. All English Learners are enrolled in a class with an ESL-certified teacher who is responsible for embedding the ELPS.

Subject	Grade Level	Instructional Materials	Progress Monitoring & Assessment	TEKS Aligned	Resources for Students with Disabilities	Resources for English Learners
Math	6-12	<p>TEKS RS: YAG, IFD, Instructional Support Resources, Pacing Tools, TExGUIDE</p> <p>Texas Gateway</p> <p>Digits + SAVVAS EasyBridge (6-8)</p> <p>McGraw Hill + ConnectEd (9-12)</p> <p>Discovery Education</p> <p>BrainPop</p> <p>Education Galaxy</p>	<p>TEKS RS: Unit Assessments, Performance Assessments, Formative Items</p> <p>NWEA MAP</p> <p>9 Weeks CBA</p>	Yes	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications are provided to students based on their individualized education plan, including supplemental aids and manipulatives.</p> <p>All students have access to extensions in Chrome such as Kami and Google Read&Write, which provide the following accommodations and support: dictionary, text to speech, highlight & writing tools, word prediction, voice notes, and simplify text online.</p>	<p>Linguistic accommodations for instruction and designated supports for assessment are determined by the LPAC and embedded within the curriculum.</p> <p>All English Learners are enrolled in a class with an ESL-certified teacher who is responsible for embedding the ELPS.</p>

Subject	Grade Level	Instructional Materials	Progress Monitoring	TEKS Aligned	Resources for Students with Disabilities	Resources for English Learners
Reading Language Arts	6-12	<p>TEKS RS: YAG, IFD, Instructional Support Resources, Pacing Tools, TExGUIDE</p> <p>Texas Gateway</p> <p>Units of Study (6-8)</p> <p>Inquiry By Design (9-12)</p> <p>Discovery Education</p> <p>BrainPop</p>	<p>TEKS RS: Unit Assessments, Performance Assessments, Formative Items</p> <p>NWEA MAP</p> <p>9 Weeks CBA</p> <p>Benchmark Assessment System for Intervention Students</p>	Yes	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications are provided to students based on their individualized education plan, including supplemental aids and manipulatives.</p> <p>All students have access to extensions in Chrome such as Kami and Google Read&Write, which provide the following accommodations and support: dictionary, text to speech, highlight & writing tools, word prediction, voice notes, and simplify text online.</p>	<p>Linguistic accommodations for instruction and designated supports for assessment are determined by the LPAC and embedded within the curriculum.</p> <p>All English Learners are enrolled in a class with an ESL-certified teacher who is responsible for embedding the ELPS.</p>
Science	6-12	<p>TEKS RS: YAG, IFD, Instructional Support Resources, Pacing Tools, TExGUIDE</p> <p>Texas Gateway</p> <p>Science + SAVVAS EasyBridge</p> <p>Discovery Education</p> <p>BrainPop</p>	<p>TEKS RS: Unit Assessments, Performance Assessments, Formative Items</p> <p>9 Weeks CBA</p>	Yes	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications are provided to students based on their individualized education plan, including supplemental aids and manipulatives.</p> <p>All students have access to extensions in Chrome such as Kami and Google Read&Write, which provide the following accommodations and support: dictionary, text to speech, highlight & writing tools, word prediction, voice notes, & simplify text online.</p>	<p>Linguistic accommodations for instruction and designated supports for assessment are determined by the LPAC and embedded within the curriculum.</p> <p>All ELs are enrolled in a class with an ESL-certified teacher who is responsible for embedding the ELPS.</p>

Social Studies	6-12	TEKS RS: YAG, IFD, Instructional Support Resources, Pacing Tools, TExGUIDE Texas Gateway McGraw Hill + ConnectEd Discovery Education BrainPop	TEKS RS: Unit Assessments, Performance Assessments, Formative Items 9 Weeks CBA	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications are provided to students based on their individualized education plan, including supplemental aids and manipulatives. All students have access to extensions in Chrome such as Kami and Google Read&Write, which provide the following accommodations and support: dictionary, text to speech, highlight & writing tools, word prediction, voice notes, and simplify text online.	Linguistic accommodations for instruction and designated supports for assessment are determined by the LPAC and embedded within the curriculum. All English Learners are enrolled in a class with an ESL-certified teacher who is responsible for embedding the ELPS.
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1. How will materials be designed or adapted for asynchronous instruction, ensuring coherence and retention on knowledge?

Asynchronous students will follow the same scope, sequence, minute requirement, and curriculum as face-to-face students. This enables students who shift from one learning setting to the other to have a smooth transition. The assignments and lessons presented in Google Classroom will closely resemble, if not directly mirror, in-person instruction.

All classes are held both in-person and online, with the exception of these high school courses. The courses below require specialized equipment, direct supervision of hands-on activities, and/or specific materials and technology that prohibit effective online instruction:

- | | | |
|---|--|-----------------------------------|
| ✓ Athletics, Grades 6-12 | ✓ Animation II | ✓ Floral Design |
| ✓ Agricultural Mechanics & Metal Technology | ✓ Construction Technology I | ✓ Graphic Design & Illustration I |
| ✓ Agricultural Power Systems | ✓ Construction Technology II | ✓ Introduction to Cosmetology |
| ✓ Ag Fabrication | ✓ Cosmetology I, II (with/without Lab) | ✓ Principles of Health Science |
| | ✓ Culinary Arts | ✓ Sports Medicine I, II, II |

Teachers receive ongoing, job-embedded professional development on both content and remote instructional practices to support appropriate implementation and coherence. Each campus has planned monthly, after-school professional development specifically designed to meet the needs of campus teachers. Most of this campus-level professional development addresses educational technology and remote content. These campus sessions are led by teachers who are technology and/or content specialists.

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

Continuity in support for students with specialized needs and 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, paraprofessionals, and case managers will continue to tailor instructional content and activities to meet the needs of these students in the remote settings, just as they do in the face-to-face setting.

Strategic professional development is ongoing and job-embedded to provide general education teachers, special education teachers, ESL-certified teachers, and paraprofessionals with the content and skills necessary to provide appropriate support to students with special services. Professional development is provided throughout the summer, during new teacher induction, First Year Teacher Academy, content-focused planning sessions, and other mandatory training by specialized areas throughout the school year.

All special education teachers and paraprofessionals are students in a Special Education Google Classroom, led by the Director of Special Education. This platform allows staff access to interact with updated, relevant content regarding students with disabilities. Additionally, two days are set aside in the Rains ISD board-approved calendar for professional development: October 9, 2020 and March 15, 2021.

Student Progress

Rains ISD tracks student engagement and progress in the asynchronous environment through data collection within Google Classroom, mastery of assignments, interim assessments, and interaction between students and teachers. The Curriculum Department at Rains ISD anticipated gaps in student learning from the spring and summer months and prepared for these gaps during summer professional development. Teachers continue to use the gap tools created in the summer to address academic, social, and behavioral needs that present in the learning environment.



1. What is the expectation for daily student engagement?

Attendance/Credit: Every online student is expected to engage with every class every day according to the school dates identified on the published school calendar. For attendance purposes, a student is required to do at least one of the following by 11:59 p.m. each school day in order to get credit for attendance on that date:

- Engage with Google Classroom (complete a bell-ringer assignment, question of the day, task, etc.)
- Engage with the teacher about the content or assignment in a way that indicates progress through the curriculum
- Complete and submit an assignment through Google Classroom

Students who fall below 90% attendance for the time that the course is offered will not receive credit for the course, regardless of the level of “engagement,” which is consistent with on-campus expectations. Students who are in danger of not meeting compulsory attendance laws and/or promotion requirements will be contacted by school staff, according to the criteria below:

- Students who have accumulated 3 or more consecutive days of being absent in online classes.
- Students who have accumulated 6 or more absences in a single class period within a semester.
- Students who are failing 2 or more classes at a 6-week or 9 week grading period.

In order to intervene on behalf of the students who meet the above criteria, school staff will offer interventions to ensure the students have every opportunity to meet expectations. For attendance issues, the interventions may include Saturday School, credit recovery programs, scheduled tutorials, and/or a requirement to return to in-person learning. For students who are failing, the interventions may include scheduled tutorials and a requirement to attend in-person learning.

All students are allowed to change their instructional setting from in-person to remote or from remote to in-person at the end of each 3-week grading period. Students must be enrolled in face-to-face classes in order to be eligible to participate in all extra-curricular activities.

DAEP Attendance: An online student who is assigned a Disciplinary Alternative Education Program must engage in every Google Classroom every day and complete the assigned work between the hours of 7:35-3:05 p.m. in order to receive credit for attendance.

2. What is the system for tracking daily student engagement?

Tracking engagement will, at a minimum, follow guidance from the 3 possible ADA funding markers:

- Daily progress in the LMS Google Classroom
- Daily progress via student-teacher interaction
- Completion/turn-in of assignments

By default, all online students are marked “Present - Remote Asynchronous” in Skyward. Teachers monitor and check for online student engagement that meets the approved ADA funding markers. Students who did not engage in an approved way by 11:59 p.m. of a school day are marked “Absent - Remote Asynchronous” for that day in Skyward.

3. How are the expectations for daily student engagement consistent with progress that would occur on campus?

The methods described above are similar to the ways in which in-person students engage with the curriculum. Most, if not all, of the online assignments, assessments, and engagement activities mirror the way the curriculum is presented in the physical classroom. Both learning settings have elements of teacher instruction/modeling/support, peer interaction, independent practice, and progress monitoring. Each instructional model is designed to create an equitable learning experience in which mastery, grade point averages, and course completion can be validated regardless of whether the student participates in online or in-person learning..

4. What is the system for tracking student academic progress?

Student progress will be tracked daily within the LMS Google Classroom through daily assignments, activities, interaction with teachers, and other ADA markers. Grades, feedback, and other assessment data will be used to track academic progress at least weekly. If a student fails two or more online classes at a 6-week or 9-week grading period, he/she may be required to enroll in face-to-face learning in order to access more robust instructional support. Students who indicate a need for intervention will be enrolled in an intervention class to help remediate and accelerate instruction.

5. What is the system for providing regular (at least weekly) feedback to all students on progress?

Students will receive feedback every week (at a minimum) regarding their academic progress. Feedback may be communicated via:

- Google Classroom comments, annotations, and/or discussions

- Grades on assignments, projects, and assessments
- Live, synchronous meetings between the teacher and the student

Parents and guardians have full access to monitor their child's engagement by enrolling as a guardian in each Google Classroom in which their child is enrolled. Parents can designate either daily or weekly progress reports from the LMS. Parents can also communicate with teachers through this platform. Parents can also access their child's grades and attendance through Skyward Family Access.

Implementation

Rains ISD provides specific support to educators in order to ensure effective remote asynchronous instruction.

1. How will both initial and ongoing, job-embedded educator development opportunities occur?

Strategic professional development is ongoing and job-embedded to provide general education teachers, special education teachers, ESL-certified teachers, and paraprofessionals with the content and skills necessary to provide appropriate support to students with special services. Professional development is provided throughout the summer, during new teacher induction, First Year Teacher Academy, content-focused planning sessions, and other mandatory training by specialized areas throughout the school year. Additionally, two days are set aside in the Rains ISD board-approved calendar for professional development, which will be used for data and PLC meetings: October 9, 2020 and March 15, 2021.

PLC meetings occur at least once every month at every campus in every department and are led by department chairs or grade level leaders and administrators. Every PLC meeting incorporates instructional technology as an integral part of the discussion and learning process.

All special education teachers and paraprofessionals are students in a Special Education Google Classroom, led by the Director of Special Education. This platform allows staff access to interact with updated, relevant content regarding students with disabilities.

Teachers receive ongoing, job-embedded professional development on both content and remote instructional practices to support appropriate implementation and coherence. Each campus has planned monthly, after-school professional development specifically designed to meet the needs of campus teachers. Most of this campus-level professional development addresses educational technology and remote content. These campus sessions are led by teachers who are technology and/or content specialists.

2. How will professional development experiences deepen educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?

Through the initial digital onboarding process and ongoing topical discussions through the summer and fall of 2020 on how to leverage the LMS and other digital tools, educators will learn how to deliver course content and respond to the data provided by the LMS. Educators will use progress markers 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.



Sample Educator Professional Development Schedule

Timeline	Presenter(s)	Audience	Key Topics
6/18/20	Director of Curriculum Technology Director	Campus Administrators	<p align="center"><u>Google Applications:</u> Classroom, Meet, Calendar, Drive (Priority Space), Jamboard</p> <p align="center"><u>Online Tools:</u> Screencastify, Snip & Sketch, Hue document camera, Mitel phone app, NewLine interactive TVs</p>
June-July 2020	Director of Curriculum	Teachers	<p align="center"><u>Online Tools:</u> TEKS RS Gap Implementation Tool, Discovery Education, BrainPop, Clever, DMAC Online Responses, RISD PD Website</p> <p align="center"><u>Google:</u> Classroom, Meet, Drawings, Rubrics</p> <p align="center"><u>Chrome Extensions:</u> Screencastify, Read&Write, Mote, Kami</p> <p align="center">Social Emotional Learning</p>
7/24/20	Director of Curriculum	Office Staff	<p align="center"><u>Google:</u> Classroom, Calendar, Drive, Mail, Forms, Keep, Tasks, Translate</p> <p align="center">Social Emotional Learning</p>
7/27/20	Director of Curriculum Technology Director Region 7 Webinars	Campus Administrators	<p align="center"><u>Google Classroom:</u> All principals put teachers in a GC as their students.</p> <p align="center"><u>Virtual Family Engagement:</u> How to create and post videos for virtual Meet the Teacher Night and Google Classroom Parent Orientation</p> <p align="center"><u>Online Tools:</u> Mitel phone app, Google Slides, Google Groups, Clever, Canva, RISD PD Website</p> <p align="center">“Michael Bonner: Creating an Engaging 21st Century Classroom”</p> <p align="center">Social Emotional Learning</p>

Sample Educator Professional Development Schedule (continued)

Timeline	Presenter(s)	Audience	Key Topics
7/28/20	Director of Special Education	Special Education Teachers	Google Classroom, online tools, virtual ARD meetings, online modifications, FAPE, Social Emotional Learning
7/29/20	Director of Special Education	Special Education Paraprofessionals	Google Classroom, online tools, online modifications, FAPE, Social Emotional Learning, para roles in the event of school closure
8/3/30	Director of Curriculum Asst. Superintendent of Finance	New Teachers to RISD	<p><u>Online Tools:</u> TEKS RS, Pacing Tools, TExGUIDE, Discovery Education, BrainPop, Clever, DMAC Online Responses, RISD PD Website</p> <p><u>Google:</u> Classroom, Meet, Drawings, Rubrics</p> <p><u>Chrome Extensions:</u> Screencastify, Read&Write, Mote, Kami</p> <p>Social Emotional Learning</p>
8/4/20	Director of Curriculum	First Year Teachers	<p><u>Google:</u> Classroom, Meet, Calendar, Drive, Forms, Mail</p> <p><u>Online Tools:</u> DMAC, Skyward</p>
8/5/20	Technology Director	All Staff	<u>Online Tools:</u> Clever, 1:1 devices, Mitel phone app
8/10/20	Campus Administration	Teachers, Paraprofessionals	Google Classroom expectations for staff and students
10/9/20	Campus Administration	Teachers	Online Learning: Progress Monitoring Data
3/15/21	Campus Administration	Teachers	Online Learning: Progress Monitoring Data

Rains ISD provides specific support to families in order to ensure an effective remote asynchronous experience.

1. How will you communicate the expectations for asynchronous instruction to families?

Families and students will receive notification of expectations and regular updates through the following communication platforms:

- School Website & Social Media
- Community Zooms with the Superintendent
- Google Classroom
- Local Newspaper: *Rains County Leader*
- Remind App
- Email & Phone Calls

2. What are the expectations for family engagement and support of students?

Rains ISD families have the option to choose in-person or at-home learning, depending on the needs of the student and family. Students may transition from one setting to the other at the end of each 3-week grading period if personal circumstances change. Families are expected to support student transition between in-person and remote instructional settings (where age appropriate), engage in meetings with staff regarding special programs (where applicable), reach out to teachers if they believe their child needs additional support, and read updates from the school/district.

Each campus, teacher, and administrator has a welcome and navigation video posted online to help acclimate families to the physical and remote learning spaces. These videos can be accessed anytime for newly-enrolled students and students who are changing learning environments.

3. What additional supports, training, and/or resources will be provided for families who may need them?

Rains ISD recognizes that COVID-19 has created an economic hardship for many families in our county. To ease the financial burden for families, Rains ISD provides all necessary school supplies to both in-person and online learners. Additionally, the district has purchased enough equipment (iPads for PK-K and Chromebooks for 1st-12th) for every student to be assigned a personal device for each school year they are enrolled here. District surveys have identified families with connectivity difficulties, and the district has purchased Verizon wifi hotspots for those families. Rains ISD is also working closely with county officials and community groups to provide free wifi “Park-N-Learn” access points and broadband internet access in the county.

To serve families who have additional questions and needs, Rains ISD invites all stakeholders to communicate by calling school staff and/or emailing rains@rainsisd.org. The emails are read by dedicated staff who respond to inquiries daily to support parents and families. All technology-related questions are directed to the Director of Technology when families fill out this [Google Form](#).