

# Archer City

Independent School District

Continuity of Learning

## Asynchronous Model

In Response to COVID-19





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The goal of this plan is to provide a framework for delivering instruction that is TEKS driven while ensuring the success of all ACISD students. Archer City ISD will provide students with access, resources, and learning opportunities that facilitate data-driven growth in a remote setting through asynchronous communications.

## Guiding Principles

1. All students have the capability of learning in a remote environment.
2. The district takes the primary role in supporting students' socio-emotional and academic wellness while fostering a balance between school and home life.
3. Archer City ISD staff, students, and parents will need continued support, encouragement and compassion to ensure their success in these new times.

*Asynchronous instruction refers to self-paced instruction where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. For students engaged in the day, they would be marked as present. Engagement is defined as progress in the Learning Management System (LMS) made that day; Progress from teacher to student interaction made that day; Evaluating the completion and understanding of assignments that day.*

**Synchronous instruction** is similar to on-campus learning. It is two-way, real-time, live instruction between students and teachers through the computer or other electronic devices or over the phone. Archer City ISD will implement the model of Asynchronous Instruction. Our LMS in ACISD is Google Classroom for grades PK-12.

## Method of Implementation for Consideration

Using our data from the stakeholder survey, Archer City ISD will utilize existing staff to meet the needs of both in person learners and virtual learners through a variety of online resources.

In order to maintain the movement of students between remote and in person learning it is paramount that we maintain fidelity in the classroom. As students potentially flow from remote to in person or in person to remote, our goal is to maintain consistency in learning so students will grow.

## Instructional Schedule

Students and teachers will have time to interact daily via the Learning Management System and the suggested timelines as indicated below. Based on the recommended schedule all grade levels will have the opportunity to engage in a full day of academic content.



PreK - 5th Grade

Time		
1	8:00 - 8:30	Student-Classroom Connection
2	8:30 - 9:30	Reading Language Arts
3	9:30 - 9:45	Break
4	9:45 - 10:45	Math
5	10:45 - 11:15	Social Studies
6	11:15 - 11:45	Lunch
7	11:45 - 12:15	Recess
8	12:15 - 1:15	Science
9	1:15 - 1:45	Centers
10	1:45 - 2:15	RTI/Enrichment
11	2:15 - 2:30	Counseling Lessons
<p>The instructional materials provided through the Learning Management System, Texas Home Learning 3.0, and/or Schoology will help to address students with disabilities and English Learners.</p> <p>Teacher Work Day: 7:40 AM - 4:00 PM.</p>		

Students receive **180+ minutes** of asynchronous and/or synchronous instruction each day.

Recommended daily schedules are provided to parents and students. Students may attend live sessions of counselor guidance and RTI/Enrichment. Live sessions will allow peer-to-peer interactions and relationships with teachers and classmates.

Content for core subject areas will be provided through Google Classroom and may be supplemented through Texas Home Learning 3.0 system and/or Schoology. ACISD teaches in a departmentalized structure so content area teachers are the point of contact for their respective content areas.

Office hours will be available for one-on-one conferences during the day.

Any communication that occurs after hours, via email, etc, should expect no more than a 24-hour window for response.

Attendance will be taken daily through TxEIS, as determined through engagement.

Grading will be the same as in person learning and outlined in the ACISD district handbook. The Learning Management System for ACISD is Google Classroom.

Physical Education, art, and music - resources will be provided.



6 - 12th Grade

Time			
1	7:50 - 8:35	1st Period	<p>Students receive <b>240+ minutes</b> of asynchronous and/or synchronous instruction each day.</p> <p>Recommended daily schedules are provided to parents and students. Students may attend live sessions of RTI/Enrichment. Live sessions will allow peer-to-peer interactions and relationships with teachers and classmates.</p> <p>Content for core subject areas will be provided through Google Classroom and may be supplemented through Texas Home Learning 3.0 system and/or Schoology. ACISD teaches in a departmentalized structure so content area teachers are the point of contact for their respective content areas.</p> <p>Office hours will be available for one-on-one conferences during the day.</p> <p>Any communication that occurs after hours, via email, etc, should expect no more than a 24-hour window for response.</p> <p>Attendance will be taken daily through TxEIS, as determined through engagement.</p> <p>Grading will be the same as in person learning and outlined in the ACISD district handbook. The Learning Management System for ACISD is Google Classroom.</p> <p>Physical Education, art, and music - resources will be provided.</p>
2	8:39 - 8:50	Breakfast/Break	
3	8:54 - 9:44	2nd Period	
4	9:48 - 10:33	3rd Period	
5	10:37 - 11:22	4th Period	
6	11:26 - 12:06	5th Period	
7	12:10 - 12:40	Lunch/Break	
8	12:44 - 1:15	6th Period	
9	1:19 - 1:59	7th Period	
10	2:04 - 2:44	8th Period	
11	2:48 - 3:30	9th Period	
<p>The instructional materials provided through the Learning Management System, Texas Home Learning 3.0, and/or Schoology will help to address students with disabilities and English Learners.</p> <p>Teacher Work Day: 7:40 AM - 4:00 PM.</p>			

Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of delivery on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day.

Teachers will arrange regular check-ins with students – either one-on-one, small or large group settings. At a minimum, students and teachers will check-in at least once a day.

**Additional Support for Students with Learning Needs**

For students with disabilities, ACISD will work with students and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement to



generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

## Material Design

Archer City ISD staff will implement TEKS Resource System and a variety of Google Classroom, Texas Home Learning 3.0, Schoology and various other TEKS-based, state adopted instructional materials to deliver content to reinforce TEKS at the depth and rigor established by statute. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student’s understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teachers to be engaged in the learning process this school year. Specifically, to ensure coherence and continuity ACISD will leverage each resource in the following way:

<b>Resource</b>	<b>Primary Use in Material Design</b>
Google Classroom	Google Classroom will serve as the primary platform, or LMS, for material delivery for in class learners as well as virtual learners. ACISD will leverage this platform for instructional delivery of daily messages, engagement of learners, and as an assessment tool.
TEKS Resource System	<p>ACISD will use the vertical alignment and TEKS clarification tools from TRS to support teacher content knowledge development through professional development prior to the start of each new module.</p> <p>ACISD will use the gap implementation tool from TRS to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons as a response to intervention (RTI) tool.</p> <p>ACISD will use the TRS Year at a Glance (YAG) and Instructional Focus Documents (IFD) for content areas for supplemental teaching practices.</p>
Texas Home Learning 3.0	For adopted grade levels and content areas, THL 3.0 will serve as a supplemental instructional resource for both in-person and remote learning.
Other TEKS-based, state-adopted instructional materials	<p>ACISD will leverage other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas that do not have TEKS Resource System or THL 3.0 offerings, or for which we have chosen not to adopt TRS/THL 3.0.</p> <p>In addition, ACISD will leverage other TEKS-based , state-adopted instructional materials to</p>



	support addressing unfinished learning within the TRS scope and sequence and as personalized digital learning tools.
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### Feedback Timelines

Daily feedback will be provided through the Learning Management System through student work and assignment completion. Every three weeks, progress reports will be provided and shared with the parents/guardians. At the end of the grading period, feedback and grade reports will be provided. Teachers will initiate conferences with students and parents based on identified need and/or progress inconsistent with expectations. Intermittent feedback is provided to students as needs arise.

Contact logs will be provided to all teachers to document weekly contact.

The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as such as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with in person meetings, one on one virtual meetings or phone calls to ensure student success. The instructional materials provided by the teacher for in person learning will be attached in Google classroom with adaptations as needed for individual students. The ACISD learning management system will be modified to provide accommodations for struggling learners, students with disabilities, and/or any English learners.

### Coherence in Instruction

Depending on the number of students committing to remote learning, and guidance from local and state health officials we have two options of deliverables. As the situation of COVID-19 changes in our community, we could adjust our staff according to student need. After parents complete their selected pathway, we will have a more solid outline of our plan of action.

- Option 1: Smaller number of students would allow the classroom teacher to use the classroom resources and capture lessons via Screencastify. Students would access content through the LMS and designated district-provided devices.
- Option 2: Students in remote learning would access Texas Home Learning 3.0 through the state-supplied LMS while the students on campus would continue with the district provided resources. Being a small school, teachers are expected to teach in-class students and remote learners simultaneously. The Texas Home Learning 3.0 would allow teachers to plan more effectively for both pathways.

Instructional materials and activities in both options will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all necessary guidelines have been followed and met at the home during the home learning process.





### Lesson Preparations

While students are online, teachers can assist students in a sequence of lessons. The students will have asynchronous communication with their classroom teacher. Teachers will have designated asynchronous communication hours where they can meet individually with struggling learners. In addition, ACISD will utilize staff members to monitor the Online Learning platform (via Google and email). Dedicated staff members will be available to tutor students synchronously and, if necessary, facilitate further learning with the classroom teacher. By having multiple pathways for communication (teacher asynchronously, synchronous time allotment, and communication through LMS), the student has opportunities for scheduled or ad-hoc engagement as the need arises. LMS and staff member instruction can be scaled or translated to encourage use by students that have not achieved mastery and our English learners.

Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom (grades 3-12) or the THL LMS. To support our students who are served in their special programs, teachers will participate in weekly PLC meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Pre-recorded instructional videos will be uploaded into the LMS. Live teacher assistance will take place through Google Meets between the hours of 7:40 am-4:00 pm and depending on office hours of each teacher and through the tutorial hotline ([onlinelearning@archercityisd.net](mailto:onlinelearning@archercityisd.net)). Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to the on-campus grading system and entered into gradebook promptly. Students that do not have consistent and reliable access to the internet will be responsible for turning their work in via other means (i.e. mail in, text a photo, etc.). Instructional Resources identified represent those that may be utilized through asynchronous instructional modality; however, this is not meant to represent an exhaustive list of district resources. ACISD reserves the right to implement or modify resources as teachers identify data specific need for our collective body of learners.

### Students with Disabilities

For students with disabilities, ACISD special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs, 504 plans, IAPs to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.



Mathematics Instructional Material					
Instructional Materials/Assessment	Grade Level(s)	TEKS Aligned	What resources are included to support students with disabilities?	What resources are included to support Els?	Print or Online Instructional or Data Tool
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in support 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.	Print and Online, Instructional Tool
APEX Learning	Grades 6-12	Yes	The product includes built-in support for students with disabilities through accommodated curriculum and embedded supports.	Content-rich instruction through a combination of responsive activities and on-demand supports for both teachers and students.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A Teacher Planning Tool Only
Go Math!	K-8	Yes	The product includes built in support for students with disabilities through accommodated/spiraled curriculum.	The product includes print copy supplemental resources for instructing Els.	Print and Online, Instructional Tool
Maneuvering the Middle	6-8	Yes	The product includes built-in support for students with disabilities in each lesson.	The product provides built in intervention support for all learners.	Online, Instructional Tool, Data Tool



Study Island	K-12	Yes	The product includes built-in support for students with disabilities in each lesson.	The product includes built-in supports for Els in each lesson.	Print and Online, Instructional Tool
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**Reading Language Arts Instructional Materials**

Instructional Materials/Assessment	Grade Level(s)	TEKS Aligned	What resources are included to support students with disabilities?	What resources are included to support Els?	Print or Online Instructional or Data Tool
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in support 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.	Print and Online, Instructional Tool
APEX Learning	Grades 6-12	Yes	The product includes built-in support for students with disabilities through accommodated curriculum and embedded supports.	Content-rich instruction through a combination of responsive activities and on-demand supports for both teachers and students.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A Teacher Planning Tool Only



Study Island	K-12	Yes	The product includes built-in support for students with disabilities in each lesson.	The product includes built-in supports for Els in each lesson.	Print and Online, Instructional Tool
McGraw Hill (Wonders)	PK-6	Yes	The product includes built-in support for students with disabilities in each lesson.	The product includes built-in supports for Els in each lesson.	Print and Online, Instructional Tool

**Social Studies Instructional Materials**

Instructional Materials/Assessment	Grade Level(s)	TEKS Aligned	What resources are included to support students with disabilities?	What resources are included to support Els?	Print or Online Instructional or Data Tool
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in support 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.	Print and Online, Instructional Tool
APEX Learning	Grades 6-12	Yes	The product includes built-in support for students with disabilities through accommodated curriculum and embedded supports.	Content-rich instruction through a combination of responsive activities and on-demand supports for both teachers and students.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust	This tool helps teachers identify gaps and adjust	N/A Teacher Planning Tool Only



			based on student needs.	based on student needs.	
Study Island	K-12	Yes	The product includes built-in support for students with disabilities in each lesson.	The product includes built-in supports for Els in each lesson.	Print and Online, Instructional Tool
Study Weekly	PK-6	Yes	The product includes built-in support for students with disabilities in each lesson.	The product includes built-in supports for Els in each lesson.	Print and Online, Instructional Tool



<b>Science Instructional Materials</b>					
Instructional Materials/Assessment	Grade Level(s)	TEKS Aligned	What resources are included to support students with disabilities?	What resources are included to support Els?	Print or Online Instructional or Data Tool
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in support 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.	Print and Online, Instructional Tool
APEX Learning	Grades 6-12	Yes	The product includes built-in support for students with disabilities through accommodated curriculum and embedded supports.	Content-rich instruction through a combination of responsive activities and on-demand supports for both teachers and students.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A Teacher Planning Tool Only
Stem Scopes	K-8	Yes	The product includes built-in support for students with disabilities in each lesson.	This tool helps teachers identify gaps and adjust based on student needs.	Print and Online, Instructional Tool
Fusion	8-Jul	Yes	The product includes built-in support for students with disabilities in each lesson.	The product includes built-in supports for Els in each lesson.	Print and Online, Instructional Tool



## Student Progress

Description: With the closure from March to May, we anticipate skill deficiencies. Although the teachers and parents may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. In order to support the foundational understandings of the concepts taught during the last 9 weeks, we are implementing a COVID-19 Implementation Gap Plan. This gap plan is outlined in 4 main areas below: Data Collection, Lesson Design, Interventions and Enrichments, and Support for Students, Teachers, and Families.

### Student Access

Students will access assignments, including assessments, projects, and communications through the LMS, primarily Google Classroom. Study Island and APEX (as well as other resources listed) provided diagnostic assessments intended to customize curriculum to meet students wherever the greatest need is exhibited. Students are expected to complete assignments on a daily basis to receive credit for the day. Students are not allowed to complete all of their assignments on one given day. Assignments are to be submitted each day to ensure adequate progress is being made and timely feedback is delivered. This expectation is for all asynchronous learners in all courses enrolled.

### Data Collection

Archer City ISD teachers will leverage or adapt and administer standards-aligned, leveled pre-assessments to collect data to be used as a starting point. Using the assessment data, personalized learning pathways will be developed. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. As per guidance on TEA's website, "*optional Beginning-of-Year Assessments will be available in late July 2020 to help diagnose understanding of the TEKS from the previous school year,*" Archer City ISD will implement the BOY optional assessment for all core content areas where the testing is made available to further diagnose instructional remediation efforts. For content areas and grade levels using THL or APEX, ACISD may leverage the assessments that are included with THL. Formative feedback (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding. Progress monitoring will be tracked and communicated through our Learning Management System. Formative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately-paced to correspond with our scope and sequence.

Resources: Texas Home Learning, Apex Learning Virtual School, Texas Education Agency assessments, LMS assessments, IXL, DMAC

### ACTIVE ENGAGEMENT

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

1. Completion of lessons – activities, assessments, and/or projects on a daily basis.
2. Attending synchronously for tutoring, intervention, or enrichment.
3. Or daily contact with the teacher.

A teacher or campus representative will input the student's attendance into TxEIS (ACISD's student information system), based on the student's engagement. Course completion is based on



demonstration of academic proficiency with passing grades and attendance of at least 90% or greater.

### Assessment Framework

1. Individual Education Plans (IEPs) will be adhered to in all testing environments.
2. Teachers and school testing coordinators will be trained on how to deliver online assessments.
3. Test security protocols will be put in place in school and remotely.
4. Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Learning Management System.
5. All assessments will guide instruction.

### Lesson Design

Archer City ISD believes that there are unique needs for each and every learner and, thus, there is no one-size-fits-all approach that will work for every student, class, subject, or grade level. Instead, we will focus on high-quality lessons that are focused on individual student needs and on the state standards.

ACISD will create a modified scope and sequence-based on the intentional alignment of standards missed as a result of lost instructional time. High priority/essential state standards will be identified for each core subject area.

Resources: Texas Home Learning 3.0, TEKS Resource System, PLC common planning,

Scope and Sequence, TEKS Placemats

### Academic Intervention and Enrichments

Archer City ISD will serve students in daily small group instruction during RTI/Enrichment Time to provide students with "What I Need." Data will determine the level of support and placement in the groupings.

Study plans and student conferences will be used to provide a personalized approach to each student. These practices have been in place for multiple years and proven effective in accelerating student learning.

Resources: Assessment Calendars, PLC common planning.

### Educator, Parent, and Student Support

Classroom teachers, students, and parents need on-going supports during this time. Campuses will create a On-Site or Virtual Professional Learning team by combining the expertise of the principal, interventionists, and other administration to support the campus staff and families of remote learners and the students on-campus. Parent support will be provided through training on technology integration in the home using Google Classroom and other platforms. In addition, social and emotional well-being will be provided by campus counselors to students, staff, and families. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families. Professional Learning Community (PLC) practices will provide teachers in different settings (on-campus and remote) with a forum for sharing best practices and support for their peers and students.





Although we know distance learning during the spring was a major challenge for teachers, we also recognize that in many cases the disruption for families has been even greater. Our goal this year is to help parents best support their child, learn how and when to intervene, and provide structure and balance in the home while providing instruction.

Resources: Technology Training, Trauma-Sensitive Training, Researched Best Practices, and Professional Learning Communities (PLC)

## Implementation

Description: The goal of this work is to ensure seamless learning that consists with thoughtful lessons and activities.

### Parents/Guardians

At the beginning of the school year, parents and guardians will be invited to a small group meeting to participate in a hands-on demonstration of school utilized technology and Google Classroom. A Lunch and Learn schedule will be shared on the district's website and/or social media. Each session will be developed in a sequence of topics determined by high-interest and parent suggestions.

Constant communication will flow between our staff and parents through Google classroom, Remind 101, personal contact from teachers via email, virtual platforms and phone calls. It is paramount that ACISD students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods.

Parent Meeting: When a student goes from on-campus learning to remote, a virtual meeting will be scheduled to review the expectations of remote learning with both the parent and the student. Discussion points will include- completing and grading of assignments, who and how to contact support, and attendance requirements for promotion and graduation.

### Teachers/Paraprofessionals

Over the summer months, teachers were surveyed to determine the largest areas of need for growth of our educators. Based on the needs identified, teachers and paraprofessionals will have tutorial videos on how to access instructional resources in virtual settings. In addition, staff has been allocated for technology integration to assist our instructional staff as the inject technology in the classroom and align in person and online efforts.

In addition, ACISD staff will engage in ongoing professional learning that is specific to their content area and instructional materials.

### Principals

ACISD principals participated in the following professional learning sessions in order to develop stronger understanding of remote learning:



- Excellence in Remote Instructional Delivery conducted by the Texas Education Agency July 20 – Aug 7
- Designing a Remote School Module 1-3 conducted by the Texas Education Agency July 29-31.

ACISD will work closely with our Education Service Center – Region 9 and other partners to plan support for remote learning.

Principals will ensure the following accountability processes are in place: Adherence to the schedule, Attendance is monitored, Implementation of the curriculum, Grades submitted in a timely manner, Communication with families – attendance, family engagement, and progress monitoring data.

## Resources to Maximize Remote Learning

The following are resources provided by ACISD to help teachers implement a more thoughtful remote learning opportunity.

- TEKS Resource System
- Texas Home Learning (THL) 3.0
- Lead4ward school@home

The following are digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.

- Google Classroom
- Google Suites
- Apex Learning VS
- Study Island

## Identifying Internet Providers and Getting Connected

The district is working with the Texas Education Agency to partner with internet providers to assist in providing free or a reduced-priced service during the pandemic crisis. Family surveys have been conducted to determine families in need of assistance.

## Deployment of Student Devices

Meet-the-Teacher night will be restructured to a multi-day of rotating supports for families. During the days, families will be invited to the school in phases and small groups. As needs arise for deployment of devices, the ACISD technology department will check out devices.

## Roles and Responsibilities for Student Success

### Student Roles and Responsibilities

- Establish daily routines for engaging in the learning process.
- Identify a space in home where you can learn and study comfortably.
- Regularly check 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 ACISD dress code.

### Parent Roles and Responsibilities

- 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 district/campus trainings for implementation supports.
- Use teacher office hours to help strength asynchronous learning.
- Contact teacher, administrators, and counselor for additional needs and supports for student learning. **We are here to help.**

### Who To Contact

- For assistance regarding a course, assignment, or resource: The relevant teacher
- For assistance regarding a technology-related problem or issue: The ACISD technology department at [support@archercityisd.net](mailto:support@archercityisd.net)
- For a personal, academic or social emotional concern:
- Your school counselor Vicky Lopez, Elementary, [vlopez@archercityisd.net](mailto:vlopez@archercityisd.net) or Leslie Graham, Secondary, [lgraham@archercityisd.net](mailto:lgraham@archercityisd.net)
- For other issues related to distance learning:
- The principal. Mrs. Amy Huseman, Elementary, [ahuseman@archercityisd.net](mailto:ahuseman@archercityisd.net) or Dr. John Sherrill, Secondary, [jsherrill@archercityisd.net](mailto:jsherrill@archercityisd.net)