LEARN SBISD

Distance Learning

Tools to Support Distance Learning

SBISD has a robust offering of digital resources. During distance learning, the following core technological and communication systems will be utilized:

Channel	Audience	Description and Access
Email	Faculty, staff, students, and parents/guardians	Email will be used for all major communications and announcements, including those from the Superintendent and campus principals.
ItsLearning (ITSL)	Students, faculty, staff; all grades	Description of Itslearning and supporting documentation for parents is published and available on the public-facing itslearning page under the Students & Families tab: Link to itslearning
ItsLearning: Parent Portal	Parents/Guardians	Follow the progress of your student on the ITSL Parent Portal. Quick access to view upcoming events, assignments, deadlines, and course resources.
Zoom	All students and staff	Zoom is utilized for video conferencing. Students do not need to create accounts. All teacher-initiated meetings and live sessions are password-protected.
Google Suite	All students and staff	Google for Education (Docs, Slides, Sheets, Jamboard, and Drawings) is recommended for documents, spreadsheets and presentations. Google integrates with ITSL and is accessible on Chromebooks. Learn more: Link to Google for Students
Skyward: Family Access	Parents/Guardians	A password-protected site that provides both parents and students access to course grades, homework, attendance, and more. Link to Family Access
SBISD website	General public	SBISD will maintain general information
Campus websites	General public	Campuses will maintain general information
Social Media	General public	All notices sent via email will also be communicated via physical media

Roles and Responsibilities

During Distance Learning

Every member of the SBISD family plays an important role in effective implementation of flexible instructional settings. The purpose of this chart is to communicate at a high level the unique role that each stakeholder plays to ensure high levels of learning for each student. The distance learning plan will evolve over each period of implementation.

District Personnel Roles & Responsibilities	
Senior Staff	- Provide leadership across every division with frequent reports and updates to the Board of Trustees, community, and employees. - Implement guidance from federal, state, and local agencies. - Engage stakeholder groups in cycles of feedback. - Create and communicate the back-to-school plan, LearnSBISD. - Establish systems, structures, and clear lines of communication to ensure students learn at high levels and employees are supported.
Executive Directors	- Support all departments and schools in the implementation of DLP. - Provide leadership and supervision of specific teams, as part of coordinated efforts to ensure high quality education for all students. - Perform routine monitoring of the district strategic plan in regards to technology learning goals and roles.
Directors	- Maintain and adjust curriculum road maps and assessment plans. - Design and facilitate professional learning to respond to needs. - Continued evaluation and recommendation of new techniques, digital tools, and processes as a result of teacher feedback and student learning needs. - Support all teachers and teams in the implementation of DLP. - Support all schools in developing strategies to differentiate instruction and provide meaningful feedback to students.

Campus Personnel Roles & Responsibilities	
Principal and Assistant Principal	- Establish clear structure, systems, and channels of communication for staff, students, and parents in the event the DLP is activated. - Deploy campus plans to quickly reposition all aspects of the learning experience to an online setting. - Ensure grade-level teams or content-area teams identify essential standards, unit by unit, in each course, each grade level to ensure high levels of learning for all students. - Help teachers implement DLP and ensure high quality learning experiences for all students. - Monitor all district communication. - Participate in professional learning to support your growth. - Monitor and celebrate teaching and learning.
Teachers	- Teach, model, and deliver class content, using cycles of explicit teaching, small group instruction, student conferences, etc. - Provide timely feedback to students per Grading Expectations. - Collaborate regularly with your team to design instruction and assessment. - Develop high quality learning experiences that address course TEKS while balancing online learning, volume of work assigned, and student/teacher interaction. - Maintain course information on ITSL teacher pages. - Participate in professional learning to support your growth. - Communicate regularly with families regarding progress. - Monitor district and school communications for up-to-date information. regarding instructional continuity plans and distance learning resources. - Implement, document, and monitor use and effectiveness of individual student accommodations and positive behavior supports for students under SSC, 504, ESL, or SPED
In-Class Support, Resource, AIM and SBS Monitor Teachers	In addition to the Roles and Responsibilities of the "Teacher" above: - Serve as case managers and be responsible for the development, implementation, progress monitoring, and evaluation of IEPs. - Communicate regularly with other staff who teach the students on your caseload. - Collaborate and assist the general education teacher in adapting the curriculum, providing appropriate modifications, ensuring the implementation of

	accommodations and modifications, positive behavior supports, and assessing overall progress of the child. ● Provide or assist the general education teacher with providing small group instruction for students who may benefit from additional practice to close academic and curricular gaps. ● Communicate regularly with families regarding student progress. ● Implement student-specific interventions and IEP goals and track progress for all academic, physical-emotional and functional goals. ● Maintain documentation of IEP services and supports.
Dyslexia Support Teachers	● Deliver standard protocol dyslexia instruction, IMSE Orton-Gillingham, for identified students with Dyslexia. ● Administer and gather pre/post instructional data to monitor program effectiveness and student growth in the area of reading. ● Collaborate regularly with classroom teachers to discuss individual student needs. ● Communicate regularly with families regarding student progress. ● Maintain all necessary student records required by the Dyslexia program. ● Assist in organizing and/or conducting professional learning opportunities for teachers and parents.
APPLE, CUBS, ECSE, LIFE, and self-contained AIM and SBS Teachers	In addition to the Roles and Responsibilities of the "Teacher" above: ● Serve as case managers and be responsible for the development, implementation, progress monitoring, and evaluation of IEPs. ● Collaborate and assist the general education teacher in adapting the curriculum, providing appropriate modifications, ensuring the implementation of accommodations and modifications, positive behavior supports, and assessing overall progress of the child. ● Communicate regularly with families regarding student progress. ● Implement student-specific interventions and IEP goals and track progress for all academic, physical-emotional and functional goals. ● Maintain documentation of IEP services and supports.
Counselors	● Provide guidance and support for students to aid in monitoring and supporting student wellbeing. ● Serve as liaison for communication with students/families in crisis.

	• Monitor students with intensive needs, and schedule regular check-ins. • Maintain physical-emotional lessons, resources, and supports. • Host consistent virtual office hours for students to access counseling resources.
Librarians (K-12) Transformational Learning Specialists (6-12)	• Curate content and collaborate with colleagues to recommend resources for high-quality distance learning experiences. • Regularly check in with classroom teachers to identify ways to support their design of distance learning experiences. • Provide regular training for parents to assist in all aspects of DLP. • Work in tandem with Campus Technician and CTR.
Instructional Specialists, Interventionists	• Support teachers and teams in developing strategies to differentiate instruction. • Support teachers and teams as they design and deliver current and new methods to assess student learning. • Serve as a partner teacher and provide small group instruction.
Instructional paraprofessional and teacher associates	• Communicate regularly with classroom teachers to identify ways you can support students and contribute to this DLP. • Monitor student learning and provide feedback to students, as requested by the teachers and teams you support. • Participate in professional learning opportunities. • Assist teachers in processes intended to monitor student progress.
Campus Technician and Campus Technology Representative (CTR)	• Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed. • Be available in person or remotely to provide on-demand tech support help. • Support families in need of internet access by referring to external providers. • Monitor and maintain device inventory. • Responsible for understanding and implementing technology services resources.

Student Roles & Responsibilities

- Follow the designated schedule communicated by their teacher to attend class during synchronous times and complete asynchronous activities assigned
- Participate in learning through live class time at designated times, using proper etiquette
- Turn in school work at the direction of the assigned teacher
- Responsible for participation in the lesson
- Regularly monitor online platforms to check for announcements and feedback from your teachers (itslearning, email, etc)
- Complete lessons and assessments with integrity and academic honesty, doing your best work
- Communicate with your teachers when you need additional support or cannot meet deadlines
- Comply with SBISD's Acceptable Use Policy, including expectations for online etiquette CQ (Exhibit)
- Seek out and communicate with other adults as different needs arise

For questions about:	Contact:
an assignment, course, or resource	Your teacher
a technology-related problem or issues	Your teacher, campus librarian, or the SBISD helpdesk
a personal, academic, or emotional concern	Your counselor
a health-related concern	Your school nurse
other issues related to distance learning	Your principal or assistant principal

Parent/Guardian Roles & Responsibilities

- Assist in supporting your child's needs by establishing and managing the daily schedule communicated by the teacher
- Ensure your child is on track with assignments and coursework
- Provide your child with assistance on their day-to-day activities with the exception of designated independent work and assessments
- Provide a quiet, consistent place for your child to study
- Monitor communication from your child's teachers, your principal, and the district
- Ensure that your child knows their username and passwords for instructional resources
- Engage your child in conversations about their learning, such as begin and end each day with a check-in with your child
- Remain mindful of your child's stress or worry; encourage time for physical activity and time spent offline
- Help your child own their learning. Provide support and encouragement, and expect your children to do their part. Help your child understand when to ask for help. Being able to work independently is a goal of learning.

For questions about:	Contact:
an assignment, course, or resource	your child's teachers
a technology-related problem or issues	your child's teacher, campus librarian or the SBISD helpdesk
a personal, academic, or emotional concern	Your child's assigned counselor
a health-related concern	The school nurse
other issues related to distance learning	Your child's principal or assistant principal

Instructional Continuity by School Level

No matter the instructional setting, our responsibility is to ensure high levels of learning for all students. Priority standards are identified in each grade, in each course, and for each grading period. School teams will practice the seven steps of the professional learning community process.

While SBISD will continue to learn and evolve through every time period spent in a distance learning model, we have identified three essential functions to ensure instructional continuity:

PreK	Elementary	Middle	High

Content delivery:
How will teachers offer content to students and in what format?

Interaction:
How will teachers interact with students and how often? Synchronous or asynchronous?

Assessment:
How will teachers assess student work and provide feedback to students?

PreK 3-4

Early Learning Priorities and Considerations

Content Delivery
- Curriculum and student instructional resources are provided in itslearning (ITSL).
- Distance learning for PK children will remain sensitive and respectful of the needs of young children.
- It is expected that students in PK will need higher levels of parental/ guardian involvement.

Interaction
- The primary communication tool will be email and ITSL.
- Students will have both live zoom sessions for direct teaching and recorded video lesson segments.
- Learning will include off-screen and on-screen learning activities.
- The PK teacher will provide parents with opportunities to holistically maintain and develop physical-emotional skills, foundational literacy and numeracy skills, fine and gross motor skills through daily connections in the form of live sessions and pre-recorded sessions, guided activities, experiences, and challenges, and adaptive software.

Assessment
- Multiple forms of assessment will be used to monitor student learning.
- Literacy formative assessments will include PK Checklists, ITSL, Observation Survey, and Benchmark Reading.
- Summative assessments will include five components of CIRCLE Progress Monitoring Instrument.
- Parents may be asked to share student work through ITSL submissions for progress monitoring.
- If an assessment cannot be reasonably completed remotely, parents may be asked to bring their student to campus or district facility, at a designated and scheduled time, to complete the assessment. Students will need to be screened for Covid-19 and follow any other school requirements consistent with practices for other students.

PK-3 and PK-4: Approximate Time Frames for Learning

Approx. per Day	Subject Area
20 minutes	Morning Meeting (Opening the day and read aloud)
120 minutes	Emergent Literacy skills focused on Read Aloud and Response to Readings, Book Making/Writing, Vocabulary and Phonics Activities
15 minutes	Istation Reading
30-45 minutes	Emergent Numeracy skills focused on math tasks using manipulatives focused on counting, sorting, and problem-solving
15 minutes	Istation Math
15 minutes	Music and Movement
60-120 minutes	Creative, Imaginative Play (building with blocks, boxes, dramatic play, art project, cooking, board games)
Flex Learning	Extended time offers opportunities to …. • Explore project based learning and participate in various phases of class projects focused on science or physical studies topics • Read and write independently • Additional focus on essential learning targets • Create individual books • Outdoor play

NOTE:
1) Student schedules will be communicated by the online teacher of record.
2) Direct teaching, or "live, real time" teaching, will be scheduled each day.
3) Attendance will be taken every school day.
4) There will be a combination of direct instruction and pre-assigned classwork for every school day.

PK-3 and PK-4 Types of Assessments

LEVEL 1 - Defined as campus-level assessments	
Assessments	Assessment Process in a Virtual Environment
Anecdotal Records	ZOOM virtual testing protocol; 1:1 with teacher, teacher may ask parent to share work samples virtually
PK Checklist	ZOOM virtual testing protocol; 1:1 with teacher, teacher may ask parent to share work samples virtually
LEVEL 2 - Defined as district-level assessments	
Assessments	Assessment Process in a Virtual Environment
Observation Survey	ZOOM virtual testing protocol ; 1:1 with teacher
F&P Benchmark Running Record	ZOOM virtual testing protocol ; 1:1 with teacher
PK Checklists	ZOOM virtual testing protocol ; 1:1 with teacher
CIRCLE	ZOOM virtual testing protocol ; 1:1 with teacher
LEVEL 3 - Defined as state and national assessments	
Assessments	Assessment Process in a Virtual Environment
Pre-LAS	State recommendation- TBD
CIRCLE	State recommendation-TBD

Special Learning Needs: ARD/IEP/504 committees will determine the unique needs of students to determine support and service recommendations for students attending school virtually. The nature of special education interventions will likely require a heavier concentration of synchronous supports and services to ensure individual student needs are met.

Grades PK/K-5

Elementary School Priorities and Considerations

Content delivery
- Curriculum and student instructional resources are provided in itslearning (ITSL).
- Learning activities and experiences will emphasize interaction and open-ended creativity.
- Teachers will utilize a variety of digital and non-digital resources to engage their students in meaningful learning experiences.

Interaction
- Students will engage in synchronous, or real time, engagement with their teachers and classmates.
  - Whole group, small group, student conferences, and tutorials
- Students will have both Zoom sessions for direct teaching and recorded video lesson segments that will allow them to complete the work provided by the teacher.
- K-2 students may need higher levels of adult involvement to complete assignments.

Assessment
- Priority standards, proficiency scales, and learning activities will inform how to best support the learner.
- Multiple forms of assessment will be used to monitor student learning.
- Appropriate ongoing feedback will be provided to guide learning.
- Grading Expectations will be applied to all instructional settings equally (in-person and distance learning).
- If a content area requires assignments or assessments that cannot be reasonably completed remotely, students may be required to report to campus or district facility, at a designated and scheduled time, to complete the requirement. Students will need to be screened for Covid-19 and follow any other school requirements consistent with practices for other students.

Elementary School: Approximate Time Frames for Learning

Kindergarten to Second Grade	
Approx. per Day	**Subject Area**
60 minutes	Reading /Phonics (Social Studies connections)
60 minutes	Writing/Phonics (Social Studies connections)
90 minutes	Math, including math adaptive software
45 minutes	Science
45 minutes	Art, Music, Health Fitness
30 minutes	Intervention and Enrichment
Third Grade to Fifth Grade	
60 minutes	Reading/ Word Study (Social Studies connections)
60 minutes	Writing/Word Study (Social Studies connections)
90 minutes	Math, including math adaptive software
45 minutes	Science
45 minutes	Art, Music, Health Fitness
30 minutes	Intervention and Enrichment
All Elementary School Students	
Extended/Flex Learning	• Enrichment activities that explore topics with more depth and complexity will be provided • Independent and read-aloud times K-10 minutes, 1st-10 minutes, 2nd-15 minutes (to increase over the year)

NOTE:
1) Student schedules will be communicated by the online teacher of record.
2) Direct teaching, or "live, real time" teaching, will be scheduled each day.
   a) Core Content blocks (ELA, Math, Science, Social Studies) begin each learning block with a "live" warm-up every school day.
   b) Core Content blocks end with an exit ticket every school day.
3) Attendance will be taken every school day.
4) There will be a combination of direct instruction and pre-assigned classwork for every school day.

Math Acceleration
SBISD has a robust math acceleration program, where elementary students who are advanced in the area of math and qualify for above-grade level instruction through Credit by Exam. Qualifying students receive instruction from a middle school teacher in a middle school class setting. Schedules will be developed and communicated to families. Sessions will be offered in synchronous and asynchronous formats. See Middle School section.

Spiral Program
Students who receive SPIRAL services will continue to do so through synchronous and asynchronous opportunities with teacher support. Schedules for extension and enrichment activities will be developed and communicated.

Primary Gifted Program (PGP)
Students who receive PGP services will continue to do so through synchronous and asynchronous opportunities with teacher support. Schedules for extension and enrichment activities will be developed and communicated.

Dyslexia Program
Students who receive Dyslexia services will continue to do so. Schedules will be developed and communicated. Sessions will be offered in a synchronous format and led by a Dyslexia Support Teacher.
Special Education Programs
Students who receive related services through Special Education, 504, etc. and choose the Distance Learning Program will be provided the opportunity to convene a meeting to revise their supports and services to ensure we meet the needs of our students virtually.

One-Way Dual Language (OWDL) Bilingual Programs
Students who receive bilingual instruction will continue to receive services. Instruction will follow the approximate time frame for learning as noted above. Schedules will be developed and communicated. Sessions will be offered in synchronous and asynchronous formats.

Two-Way Dual Language (TWDL) Bilingual Programs
(Sherwood, Cedar Brook, and Pine Shadows)
Students who participate in the TWDL Choice Programs will continue to receive services. Instruction will follow the approximate time frame for learning as noted above. Schedules will be developed and communicated.

The first priority will be to provide the Distance Learning program within each school context, however, staffing will be contingent on the number of families who select this program by campus. TWDL programming is highly specialized, as such your child's teacher may or may not be from your child's home campus.

Elementary (Grades K-5) Types of Assessments

LEVEL 1 - Defined as campus-level assessments	
Assessments	**Assessment Process in a Virtual Environment**
Quizzes/formative /exit tickets/anecdotal notes	ZOOM virtual testing protocol, itslearning, All in Learning, variety of evidence of student work; written responses; rubrics
Unit tests/summatives	ZOOM virtual testing protocol, itslearning, All in Learning, GoGuardian

LEVEL 2 - Defined as district-wide local assessments	
Assessments	**Assessment Process in a Virtual Environment**
Measure of Academic Progress (MAP)	ZOOM virtual testing protocol
Letter ID	ZOOM virtual testing protocol; 1:1 with teacher
Running Records- ELA	ZOOM virtual testing protocol
Priority Standards Assessment (PSA)	ZOOM virtual testing protocol, All in Learning, GoGuardian
Practice STAAR	ZOOM virtual testing protocol, All in Learning, GoGuardian

LEVEL 3 - Defined as state and national assessments	
Assessments	**Assessment Process in a Virtual Environment**
TELPAS	State recommendation- TBD
LAS Links	State recommendation- TBD
Pre-LAS	State recommendation- TBD
STAAR	State recommendation- TBD
Credit by Exam (CBE)	ZOOM virtual testing protocol
COGAT/GT Screener	ZOOM virtual testing protocol

Grades 6-8

Middle School Priorities and Considerations

Content delivery
- Curriculum and student instructional resources are provided in itsLearning (ITSL).
- Students will be provided with clear learning targets and learning outcomes.
- Teachers will utilize a variety of digital and non-digital resources to engage students.
- Teachers will design learning in multiple tasks that complement each other in the development of understanding.

Interaction
- Students will engage in synchronous, or real time, engagement with their teachers and classmates using Zoom.
  - Whole group, small group, student conferences, tutorials, office hours
- Teachers will incorporate asynchronous (recorded, pre-assigned) learning experiences that will enable students to progress through course curriculum.
- Students are expected to participate in zoom lessons, complete discussion posts, etc.
- Students should complete work independently or in virtual collaboration with their peers when necessary.
- Students are encouraged to be proactive in reaching out to teachers when questions arise or when assistance is needed.

Assessment
- Priority standards, proficiency scales, and learning activities will inform how to best support the learner.
- Multiple forms of assessment will be used to monitor student learning.
- Appropriate ongoing feedback will be provided to guide learning.
- Grading Expectations will be applied to all instructional settings equally (in-person and distance learning)
- If a course requires assignments or assessments that cannot be reasonably completed remotely, students may be required to report to campus or district facility, at a designated and scheduled time to complete the requirement. Students will need to be screened for Covid-19 and follow any other school requirements consistent with practices for other students.

Middle School: Approximate Time Frames for Learning

Middle School Students	
Approx. Time per Day	**Subject Area**
90 minutes	Language Arts course
45 minutes	Social Studies course
45 minutes	Math course, including math adaptive software
45 minutes	Science course
45 minutes	Elective 1 course
45 minutes	Elective 2 course
Extended/Flex Learning	- Intervention, re-teaching, conferencing - Enrichment activities that explore topics with more depth and complexity - Independent and read-aloud times
Tutorials	Each campus will publish tutorial calendar
Office hours	Teachers will post office hours on ITSL teacher page

NOTE:
1) Student schedules will follow the home campus master schedule.
2) Direct teaching, or "live, real time" teaching, will be scheduled each day.
    a) Every class period begins with a "live" warm-up every school day.
    b) Every class period ends with an exit ticket every school day.
3) Attendance will be taken every school day.
4) There will be a combination of direct instruction and pre-assigned classwork for every school day.

Math Acceleration
SBISD has a robust math acceleration program, where elementary students who are advanced in the area of math and qualify for above-grade level instruction through Credit by Exam. Qualifying students receive instruction from a middle school teacher in a middle school class setting. Schedules will be developed and communicated to families. Sessions will be offered in synchronous and asynchronous formats.

Gifted and Talented Services
Students who receive GT services will continue to do so. During the course selection process in the spring, students selected courses aligned to their learning needs. Students will follow their course schedule.

Dyslexia Program
Students who receive Dyslexia services will continue to do so. Schedules will be developed and communicated. Sessions will be offered in a synchronous format and led by a Dyslexia Support Teacher.

Special Education Programs
Students who receive related services through Special Education, 504, etc. and choose the Distance Learning Program will be provided the opportunity to convene a meeting to revise their supports and services to ensure we meet the needs of our students virtually.

Two-Way Dual Language (TWDL) Bilingual Programs
(Spring Woods MS and Spring Forest MS) Students who participate in the TWDL Choice Programs will continue to receive services. Instruction will follow the approximate time frame for learning as noted above. Schedules will be developed and communicated.

The first priority will be to provide this program within each school context, however, staffing will be contingent on the number of families who select this program by campus. TWDL programming is highly specialized, as such your child's teacher may or may not be from your child's home campus.

Athletics
Awaiting UIL guidance

Performing Arts/Fine Arts
Some Fine Arts courses may require students to obtain equipment and supplies from campus in order to complete course requirements or may require students to access on-campus equipment, under district supervision and at scheduled times. Students will need to be screened for Covid-19 and follow any other school requirements consistent with practices for other students.

Students enrolled in middle school band or orchestra:
1) Students who use a school-owned instrument will be scheduled to pick up their instrument from the campus in order to have it for online class.
2) If a school-owned instrument is in need of repair, the student will need to either bring the instrument to campus to be sent off for repair, or coordinate with the band director how to schedule the repair from a district-approved repair vendor.

Middle School (Grades 6-8) Types of Assessments

LEVEL 1 - Defined as campus-level assessments	
Assessments	**Assessment Process in a Virtual Environment**
quizzes	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian, SafeAssign
unit tests	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian, SafeAssign
semester exams	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian, SafeAssign
LEVEL 2 - Defined as district-wide local assessments	
Assessments	**Assessment Process in a Virtual Environment**
Measure of Academic Progress (MAP)	ZOOM virtual testing protocol
Running Records	ZOOM virtual testing protocol
Priority Standards Assessments (PSA)	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian
Practice STAAR/EOC	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian
LEVEL 3 - Defined as state and national assessments	
Assessments	**Assessment Process in a Virtual Environment**
TELPAS, LAS Links	State recommendation- TBD
STAAR/EOC	State recommendation- TBD
PSAT	National recommendation- TBD
Credit by Exam (CBE)	ZOOM virtual testing protocol
COGAT/GT Screener	ZOOM virtual testing protocol

NOTE - assessments may require in-person administration at a scheduled time at a campus or a district facility

Grades 9-12

High School Priorities and Considerations

Content delivery
- Curriculum and student instructional resources are provided in itsLearning (ITSL).
- Students will be provided with clear learning targets and learning outcomes.
- Teachers will utilize a variety of digital and non-digital resources to engage students in meaningful learning experiences.
- Teachers will design learning in multiple tasks that complement each other in the development of understanding.

Interaction
- Students will engage in synchronous, or real time, engagement with their teachers and classmates using Zoom.
  - Whole group, small group, student conferences, tutorials, office hours
- Teachers will incorporate asynchronous (recorded, pre-assigned) learning experiences that will enable them to progress through course curriculum.
- Students are expected to participate in zoom lessons, complete discussion posts, etc.
- Students should complete work independently or in virtual collaboration with their peers when necessary.
- Students are encouraged to be proactive in reaching out to teachers when questions arise or when assistance is needed.

Assessment
- Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on students achievement,
- Teachers will design assessments and create environments that assist students in making good choices related to academic integrity.
- Grading Expectations will be applied to all instructional settings equally (in-person and distance learning)
- If a course requires assignments or assessments that cannot be reasonably completed remotely, students may be required to report to campus or district facility, at a designated and scheduled time to complete the requirement. Students will need to be screened for Covid-19 and follow any other school requirements consistent with practices for other students.

High School: Approximate Time Frames for Learning

High School Students	
Approx. Time per Day	**Subject Area**
45-90 minutes/day	For every course in your schedule, based on campus master schedule. Follow your daily schedule for synchronous and asynchronous instruction
Dual Credit OnRamps	Follow course guidance from partner institutions
Extended learning	College Prep practice, Naviance connections, T24/advisory lessons
Tutorials	Each campus will publish tutorial calendar
Office hours	Teachers will post office hours on ITSL teacher page

NOTE:
1. Student schedules will follow the home campus master schedule.
2. Direct teaching, or "live, real time" teaching, will be scheduled each day.
   a. Every class period begins with a "live" warm-up every school day.
   b. Every class period ends with an exit ticket every school day.
3. Attendance will be taken every school day.
4. There will be a combination of direct instruction and pre-assigned classwork for every school day.

Athletics
Awaiting UIL guidance.

Career and Technical Education (CTE)
Many CTE courses require specialized equipment, direct supervision of hands-on activities, and/or specific materials and technology. Distance Learning students may be required to access on-campus equipment, under district supervision and at scheduled times for several face to face instructional labs.

The lab time that students will spend on their campus will be focused on skill attainment and/or meeting the hour requirements necessary to successfully complete the program. Students will be given a designated schedule of time and dates outlining when they should report to campus for the skill-based components of their program. This information will be provided to students and parents in the course syllabus. Students will need to be screened for Covid-19 and follow any other school requirements consistent with practices for other students.

CTE courses requiring on-campus access:

CTE Courses	Welding - Intro 1 & 2 Construction Tech 1 & 2 Health Science Theory/Clinical Culinary Arts - Intro 1 & 2, Practicum Agriculture Mechanics Oil and Gas 1 & 2 TRIO Electric 1 & 2 Patient Care Technician/Phlebotomy Cosmetology 1 & 2 Pharmacy Technician NJROTC

Dyslexia Program

Students who receive Dyslexia services will continue to do so. Schedules will be developed and communicated. Sessions will be offered in a synchronous format and led by a Dyslexia Support Teacher.

Performing Arts/FIne Art

Some Fine Arts courses may require students to obtain equipment and supplies from campus in order to complete course requirements or may require students to access on-campus equipment, under district supervision and at scheduled times. Students will need to be screened for Covid-19 and follow any other school requirements consistent with practices for other students.

Fine Arts courses requiring on-campus access:

Courses	Printmaking, Fibers, Ceramics, Sculpture, Jewelry, AP Art Studio, HS Technical Theatre, Band, Orchestra

Students enrolled in band or orchestra:
  1) Students who use a school-owned instrument will be scheduled to pick up their instrument from the campus in order to have it for online class.
  2) If a school-owned instrument is in need of repair, the student will need to either bring the instrument to campus to be sent off for repair, or coordinate with the band director how to schedule the repair from a district-approved repair vendor.	

Special Education Programs

Students who receive related services through Special Education, 504, etc. and choose the Distance Learning Program will be provided the opportunity to convene a meeting to revise their supports and services to ensure we meet the needs of our students virtually.

College Entrance Exams

Administrations of School Day PSAT and SAT are subject to rules and regulations of the College Board. Currently, there are no provisions for remotely proctored PSAT or SAT assessments.

Saturday administrations of the SAT and ACT operate under the supervision, rules, and regulations of the College Board and ACT.   Specific decisions about national test administrations are being developed by each organization for the 2020-2021 school year.

High School (Grades 9-12) Types of Assessments

LEVEL 1 - Defined as campus-level assessments	
Assessments	**Assessment Process in a Virtual Environment**
quizzes	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian, Turnitin, SafeAssign
unit tests	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian, Turnitin, SafeAssign
semester exams	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian, Turnitin, SafeAssign
LEVEL 2 - Defined as district-wide local assessments	
Assessments	**Assessment Process in a Virtual Environment**
Priority Standards Assessment (PSA)	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian
Practice EOC	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian
LEVEL 3 - Defined as state and national assessments	
Assessments	**Assessment Process in a Virtual Environment**
TELPAS, LAS Links	State recommendation - TBD
STAAR End-Of-Course exams (EOC)	State recommendation - TBD
Texas Success Initiative Assessment (TSI)	State recommendation - TBD
Industry-Based Certifications (IBC)	State recommendation - TBD
PSAT, SAT, AP, IB	National recommendation - TBD
ASVAB	National recommendation - TBD
Credit by Exam (CBE)	ZOOM virtual testing protocol

NOTE - assessments may require in-person administration at a scheduled time at a campus or a district facility

Distance Learning
(TEACHERS)

Professional Learning
Supporting All Teachers

10 Guidelines for SBISD Teachers

The following guidelines will ensure that our students have focused, targeted, and systematic learning opportunities based on students' physical, emotional, and academic needs. Supporting our teachers in adjusting to flexible instructional settings is a priority system-wide.

1. **Collaborate with colleagues.** Working collaboratively, whether as a grade level, a subject area, or even within a district-wide content team for some courses, provides opportunities to capitalize on individual strengths, experiences, and expertise. To ensure high levels of success for all students, no matter what learning environment is used, the three big ideas of Professional Learning Communities will continue to guide our work: (1) Focus on learning, (2) Collaborate with collective responsibility, and (3) Be results oriented.

2. **Embrace this opportunity to increase student executive functioning skills.** While distance learning requires schedules and routines to provide a sense of normalcy, teacher teams can also leverage this opportunity to design learning experiences by varying student products that allow for greater student creativity. Now more than ever, teachers can pace lessons that elicit students "owning their learning" by taking initiative to go beyond the main lessons to extend their learning connected to the content.

3. **Design instruction for cognitive complexity.** Design instruction and student engagement with content and concepts that shifts students to more advanced levels of cognitive complexity, moving beyond recall/remembering to analysis, evaluation, and synthesis/creation. Teacher teams will spend considerable time studying the TEKS and priority standards to determine what areas need to be re-taught, what areas can be sped up, and what areas need to be slowed down. Students need to spend more time at the upper ends of Bloom's Taxonomy, rather than the lower.

4. **Plan for appropriate instructional structures.** Based on neuroscience and what we currently understand about memory, attention, engagement, clarity, novelty versus ritual, and even comprehension in online and offline environments, teacher teams will carefully plan consistent, intentional structures for new learning, collaboration, peer and teacher feedback, checks for understanding, and meaningful assessment.

5. **Building Blocks for Synchronous and Asynchronous Instruction.** Through the power of effective team collaboration, teachers will design

synchronous and asynchronous lessons that are challenging and will design checks for understanding within units of learning to provide students with meaningful feedback. Teams will consider the building blocks of an online lesson (Direct Instruction, Modeling, Discussion, Research and Exploration, Collaborative Tasks, Practice and Review, Assessment, and Reflection) to build intentional learning experiences. Teams will leverage the district-approved software and digital content.

6. **Think about assessment differently.** Assessment can be a challenging adjustment during distance learning. Teachers are asked to think differently and not rely solely on traditional assessment methods. Provide students a variety of ways to demonstrate what they have learned (i.e., discussions, written responses, presentations, project/product development, concept maps, tests, and quizzes). Large assignments might need to be broken into segments, which will allow for timely and targeted feedback to students.

7. **Academic integrity is critically important.** Teacher teams will want to consider assessment practices and create environments that assist students in making good choices related to academic integrity. Academic integrity will need to be revisited often. Established expectations for academic integrity are published in Board Policy EIA(Local): Academic Achievement, SBISD Code of Conduct, and SBISD Grading Expectations.

8. **Less is more.** Providing students with predictable routines benefits everyone. Whether we are facing an intermittent distance learning period of time or teachers are providing online instruction in the opt-in distance learning campus program, teachers should take a less-is-more approach, especially at the outset. Family situations are unique and everyone responds differently to times of stress. Providing all students, teachers, leaders, and families with the tools and supports needed to succeed in distance learning is a priority.

9. **Evaluate your students' conditions for learning.** Every student's capability for distance learning depends on various conditions. Teachers should assume positive presuppositions and have an open dialogue with parents and students to understand technology and physical-emotional needs.

10. **Use approved-district software and digital applications.** The SBISD Marketplace maintains up-to-date district-approved digital instructional resources in one place. The Marketplace, accessible through ITSL, provides a quick way to access high quality resources that are available in SBISD. Digital resources in the Marketplace are vetted for TEKS-alignment and technology standards. Recommendations for additional resources can be submitted through the software approval process.

Building Blocks - Online Lessons

The Building Blocks of an Online Lesson		
Building Block	**Objective**	**Online Tools Used in SBISD**
Direct Instruction	Transfer information (lecture or mini-lesson) or explain a complex topic.	Use Camtasia to record a screencast.
Modeling	Conduct a think-aloud as you navigate a task, apply a strategy, practice a skill, or use an online tool or resource.	Use Camtasia to record or edit a video showing students how to do something or record a screencast to demonstrate how to navigate something online.
Discussion	Engage students in academic conversations about a text, video, podcast, topic, or issue.	Post discussion questions on itslearning to engage students in asynchronous text-based discussions. Host a synchronous discussion using Zoom to allow students to engage in a real-time discussion.
Research and Exploration	Encourage students to research a topic or issue and crowd- source the information they find.	Give students a topic to research online and ask them to crowdsource what they are learning in a shared space online (an discussion board, shared Google Doc or slide deck, Padlet Wall, or FlipGrid).
Collaborative Tasks	Group students online and allow them to work collaboratively on shared tasks.	Use Google Suite (Docs, Slides, Sheets, & Drawings) to engage groups of students online (shared documents or slide decks).
Practice and Review	Connect students with practice and review activities.	Use online resources, like Kahoot!, Khan Academy, or NoRedInk, to encourage review and to create retrieval activities. Use digital documents (Google Suite) to assign activities or writing assignments.
Assessment	Assess student work and use data to determine what students need moving forward.	Administer tests and quizzes using online assessment tools such as the itslearning Test Tool. Assign a writing prompt, task, or project designed to assess the students' mastery of content.
Reflection and Meta- cognitive Skill Building	Ask students to think about what they learned, how they learned it, what questions they have about the concepts covered, and what support they need to continue improving.	Use Google Forms, or Socrative to create an exit ticket to encourage students to develop their metacognitive muscles. Teachers can also ask students to reflect in an online journal or learning log (Google Doc) about their progress each day or week.

LEVEL UP

Coaching Teachers to Become Designers of Lessons

Flexible instructional settings call for teachers to "level up" skills to leverage digital tools and resources to create engaging distance learning experiences for every child.

Effective integration of technology in blended and online learning environments requires that educators learn a variety of new skills and pedagogical approaches.

A culture of professional learning, openness to new methods, and collaboration must be cultivated through layers of support for all educators in the system. SBISD has developed a pathway of professional learning experiences and coaching that support teachers in the journey from developing essential skills to mastering more advanced distance learning skills and strategies.

Year-round Professional (All)

Vanguard Fellowship Educators
Three-year professional learning cohort

Large-group/small-group training and individual coaching of SBISD teachers

3 LEVELS OF TECH INFUSION

These layers of support are:

- Secondary Campus-Based Transformational Learning Specialists (TLS) and Librarians provide large-group/small-group training and individual coaching of teachers around technology infusion in face-to-face, blended, and online learning experiences. The coaching model provides the critical one-on-one, collaborative, and often just-in-time support that enables teachers to deepen their skill around meaningful use of technology in all learning environments.
- Vanguard Fellowship Educators participate in a three-year professional learning cohort to develop technology skills and grow in their practice. Vanguard Fellows and other tech-savvy teachers serve as peer support on their campuses.

- District-level support from the Educational Technology team and Content Area teams from the Academics Division provide support in the form of year-round professional learning sessions, collaborative planning, and second-level support for issues related to technology integration.
- Additionally, teachers are supported with device & application technical issues with a Campus Technology Representative (CTR) on each campus and the district-level Technology Services team.

LEVEL 1 - All educators PK-12 Required baseline training located in Safe Schools	
Course title	Purpose
1.1 **ItsLearning Basics & Itslearning Grade Passback**	Beginner sessions cover basic itslearning features including how to Increase efficiency in grading workflow with the Grade Passback feature which integrates with Skyward. Navigate Plans, Resources, Activities, and Test Tool.
1.2 **eLearning Basic Training & Videoconferencing Security**	Learn how to facilitate online Learning with the basics of ITSL: Plans, Discussion Boards, Assignments with Google, Camtasia, Zoom & Video Conferencing Best Practices for Safety & Security. Overview and best practices targeting essential basic skills for successful eLearning. (Video 1) Video Conferencing Safety & Best Practices. (Video 2) Camtasia for screencasting and creating video lessons. (Video 3)
1.3 **G Suite Basics for EDU**	Explore how Google Suite tools can be created & formatted to ensure students can interact with the tools for learning.

LEVEL 2	
Course title	Purpose
2.1 **Itslearning: Beyond the Basics**	Advanced techniques to design learning experiences within ITSL to support deeper learning. Create progress-based Learning Paths within "Plans", use "360 Report" for tracking student progress, leverage "Groups" to target learning.
2.2 **Essentials of Successful Online Teaching**	Transition to a fully online teaching experience with an emphasis on skills, strategies, and course design.
2.3 **Zoom Power**	Advanced techniques with Zoom to enhance facilitation skills for meetings, webinars, and synchronous instruction. Manage support in breakout rooms, advanced screen share functions, and use iPad share screen feature, all within Zoom.
2.4 **Essentials of Successful Blended Learning**	Explore essential digital tools and resources, learn effective online classroom setup and management, and envision how

		to adjust your online instruction to leverage blended learning strategies for any learning environments.
2.5	**Google Tools Carnival for Teaching and Learning**	Explore advanced techniques with Google Suite tools to ensure students can interact with the tools to engage in and demonstrate their learning through content creation. Session includes time to create and practice the methods.

LEVEL 3		
	Course title	Purpose
3.1	**Transformational itslearning**	Customize ITSL functions and features to facilitate blended learning to support deeper learning, and student agency. Use the portfolio feature for reflective learning and self-assessment and leverage integrations to support authentic learning experiences.
3.2	**Master Video Production**	Develop high-quality instructional videos using advanced Camtasia features and improve the quality of Zoom recordings with advanced Camtasia editing.

ITSLEARNING

Implementation Expectations

Our Learning Management System, itslearning, provides teachers and students with a powerful platform for communication and meaningful organization of the learning experience in support of the ISTE standards for educators and learners. Through itslearning and a variety of integrated third-party resources, teachers are designers and facilitators of blended learning experiences, and students are empowered with learning pathways and opportunities to hone their communication and collaboration skills with classmates.

We have identified several realistic "Year 1" and "Year 2" implementation actions for teachers and school leaders as outlined below. Our aim is to have a cohesive, aligned standard for implementation system-wide to support a consistent learning experience for all students.

Great Teachers

Great Leaders

Digital Learning Success

Learning Management System (LMS)

Training & Professional Development

Year 1 (2019-2020)	
Teacher Actions	**School Leader Actions**
1. Create or update "About me" page 2. Load Course Syllabus and/or Course Overview within "Course Resources" 3. Enter and maintain due dates for quizzes, tests, and major projects within "Plans" 4. Access SBISD unit planners and content supports regularly	1. Integrate ITSL content and tools into each staff development opportunity 2. Monitor, support, and coach teachers on the implementation of district-identified essential teacher actions 3. Access SBISD Leadership course regularly
Year 2 (2020-2021)	
YEAR 1 teacher actions PLUS 1. Use two-way activities within the itslearning platform such as the Assignment Tool, Discussion Board, and the Test Tool. 2. Add Standards to teacher-created Plans and Activities. 3. Establish and maintain clear organization in all itslearning courses by effectively utilizing itslearning Plans and Calendar. 4. Use the Grade Passback tool to push grades from Activities to the Skyward Gradebook.	**YEAR 1 school leader actions PLUS** 1. Integrate ITSL content and tools into each staff development opportunity 2. Enroll in courses of appraised teachers. 3. Monitor, support, and coach teachers on the implementation of district-identified essential teacher actions 4. Access SBISD Leadership course regularly