



Stafford Municipal School District

Open Responses

**Key Requirement Instructional Schedule:** Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

**Include sample daily schedules for students by grade band**

<p><b>Please check the grade level(s) for which these open response descriptions/attachments apply.</b>  <i>Note: You will be able to submit a response for each grade or grade band, but you may also submit just one response for each question if you prefer, describing any differences by grade level(s) within your responses.</i></p>		
<input type="checkbox"/> PK3 <input type="checkbox"/> PK4 <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

**VIRTUAL INSTRUCTION SCHEDULES**

Stafford MSD’s instructional schedules appear below and reflect age-appropriate increments for asynchronous and synchronous instruction times. The aggregate time of contents approximates what would be spent during a full day of instruction on campus.

1. **Early Childhood Center (ECC):** Teachers will provide a minimum of 60 minutes of live instruction per day (synchronous). Teachers will then ask students to complete work on their own, independently (asynchronous). Teachers will maintain a virtual presence to assist students individually or in small groups.

PK3, PK4, and K	
Time	Course/Activity
9:00-9:30	Morning Message/Whole Group Movement, Activities & Lesson (Left Brain)
9:30-10:30	Brain break/Recess/RR/Tech Issues
10:30-12:00	Small-Group Instruction (Left-Brain/Right Brain Work Cycle-3 groups @ 30min each). Teachers will instruct in one content area per day as listed below:  Mondays: Left-Brain English Language Arts/Reading (ELAR)  Tuesdays: Left-Brain Math  Wednesdays: Left-Brain English Language Arts/Reading (ELAR)  Thursdays: Left-Brain Math  Fridays: Right-Brain Inquiry-Based Projects/Science & Social Studies/Assessments/ Intervention groups
12:00-1:00	Lunch
1:00-1:30	L.A.M.P.S. Activities (Library, Art, Music, PE, STEM) *
1:30-2:30	Brain break/Recess/RR/Tech Issues
2:30-3:30	Independent work completion (Teachers available on-line)

\*On Fridays, L.A.M.P.S. will present integrated lessons at the 9:00-9:30 am attendance time.

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2. **Elementary:** Teachers are expected to provide a minimum of 30 (45 in 3rd, 4th, and 5th) minutes of live instruction per class per day. Teachers will then ask students to complete asynchronous work on their own. Teachers will maintain a virtual presence to assist students individually or in a small group.

1 <sup>st</sup> Grade	
Time	Course/Activity
8:00-9:30	ELAR (8:00-8:30 live instruction)
9:30-9:45	Brain break/Recess/RR/Tech Issues
9:45-10:30	Social Studies (9:45-10:15 live instruction)
10:30-11:00	Lunch
11:00-11:45	Science (11:00-11:30 live instruction)
11:45-12:00	Brain break/Recess/RR/Tech Issues
12:00-1:00	Math (12:00-12:30 live instruction)
1:00-2:00	L.A.M.P.S.
2:00-2:30	Math (Continued)
2:30-2:45	Brain break/Recess/RR/Tech Issues
2:45-3:30	Tutorials/Small Groups/HW (Teachers Available Online)

2 <sup>nd</sup> Grade	
Time	Course/Activity
8:00-9:30	ELAR (A)/Math (B) (8:00-8:30 live instruction)
9:30-9:45	Brain break/Recess/RR/Tech Issues
9:45-10:00	Social Studies (A)/Science (B) (9:45-10:00 live instruction)
10:00-11:00	L.A.M.P.S.
11:00-11:30	Lunch
11:30-12:00	Social Studies (A)/Science (B) (11:30-11:45 live instruction)
12:00-12:15	Brain break/Recess/RR/Tech Issues
12:15-1:45	ELAR (B)/Math (A) (12:15-12:45 live instruction)
1:45-2:00	Brain break/Recess/RR/Tech Issues
2:00-2:45	Social Studies (B)/Science (A) (2:00-2:30)
2:45-3:30	Tutorials/Small Groups/HW (Teachers Available Online)

3 <sup>rd</sup> Grade	
Time	Course/Activity
8:00-8:45	ELAR (A)/Math (B) (8:00-8:45 live instruction)
8:45-9:00	Brain break/Recess/RR/Tech Issues
9:00-10:00	L.A.M.P.S. (9:00-9:30 live instruction)
10:00-10:45	ELAR (A)/Math (B) (Continued)
10:45-11:00	Brain break/Recess/RR/Tech Issues
11:00-11:30	Lunch
11:30-12:15	Social Studies (A)/Science (B) (11:30-12:00 live instruction)
12:15-12:30	Brain break/Recess/RR/Tech Issues
12:30-2:00	ELAR (B)/Math (A) (12:30-1:15 live instruction)
2:00-2:45	Social Studies (B)/Science (A) (2:00-2:30 live instruction)
2:45-3:30	Tutorials/Small Groups/HW (Teachers online for Live Tutorials)

4 <sup>th</sup> Grade	
Time	Course/Activity
8:00-9:30	ELAR (A)/Math (B)/Sci and SS (C) (8:00-8:45 live instruction)
9:30-9:45	Brain break/Recess/RR/Tech Issues
9:45-10:45	ELAR (C)/Math (A)/Sci and SS (B) (9:45-10:30 live instruction)
10:45-11:00	Brain break/Recess/RR/Tech Issues
11:00-12:00	L.A.M.P.S. (11:00-11:30 Live Instruction)
12:00-12:30	Lunch
12:30-1:00	ELAR (C)/Math (A)/Sci and SS (B) (Continued)
1:00-1:15	Brain break/Recess/RR/Tech Issues
1:15-2:45	ELAR (B)/Math (C)/Sci and SS (A) (1:15-2:00 live instruction)
2:45-3:30	Tutorials/Small Groups/HW (Teachers Online for Live Tutorials)

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5th Grade	
Time	Course/Activity
8:00-9:30	ELAR (A)/Math (B)/Sci and SS (C) (8:00-8:45 live instruction)
9:30-9:45	Brain break/Recess/RR/Tech Issues
9:45-11:15	ELAR (C)/Math (A)/Sci and SS (B) (9:45-10:30 live instruction)
11:15-11:30	Brain break/Recess/RR/Tech Issues
11:30-12:30	ELAR (B)/Math (C)/Sci and SS (A) (11:30-12:15 live instruction)
12:30-1:00	Lunch
1:00-1:30	ELAR (B)/Math (C)/Sci and SS (A) (Continued)
1:30-1:45	Brain break/Recess/RR/Tech Issues
1:45-2:00	Tutorials/Small Groups/HW (Teachers Online for Live Tutorials)
2:00-3:00	L.A.M.P.S (30 Minutes Live Instruction)
3:00-3:30	Tutorials/Small Groups/HW (Teachers Online for Live Tutorials)

3. **Secondary:** The middle and high school adopted block scheduling this year. The remote instruction schedule will follow the same pattern. Teachers will provide a minimum of 45 minutes of live instruction at the beginning of each period. After this, students will complete asynchronous activities posted in the virtual classrooms on their own for the remainder of the block time. During asynchronous instruction, teachers will maintain a virtual presence to assist students individually or in small groups.

Secondary Schedule (Even Days)	
Grades 6-12	
Time	Course/Activity
7:30-7:45	Prepare learning space, login, gather materials, check announcements posted by the teacher, etc.
7:45-8:30	2 <sup>nd</sup> Period Virtual Live Instruction
8:30-9:20	Engage in the online lesson for 2 <sup>nd</sup> Period
9:20-10:05	4 <sup>th</sup> Period Virtual Live Instruction
10:05-11:00	Engage in the online lesson for 4 <sup>th</sup> Period
11:00-12:00	Lunch and Brain Break
12:00-12:45	6 <sup>th</sup> Period Virtual Live Instruction
12:45-1:20	Engage in the online lesson for 6 <sup>th</sup> Period
1:20-1:30	Brain Break/Stretch
1:30-2:15	8 <sup>th</sup> Period Virtual Live Instruction
2:15-3:00	Engage in the online lesson for 8 <sup>th</sup> Period
3:00-3:10	Read Book of Choice

Secondary Schedule (Odd Days)	
Grades 6-12	
Time	Course/Activity
7:30-7:45	Prepare learning space, login, gather materials, check announcements posted by the teacher, etc.
7:45-8:30	1 <sup>st</sup> Period Virtual Live Instruction
8:30-9:20	Engage in the online lesson for 1 <sup>st</sup> Period
9:20-10:05	3 <sup>rd</sup> Period Virtual Live Instruction
10:05-11:00	Engage in the online lesson for 3 <sup>rd</sup> Period
11:00-12:00	Lunch and Brain Break
12:00-12:45	5 <sup>th</sup> Period Virtual Live Instruction
12:45-1:20	Engage in the online lesson for 5 <sup>th</sup> Period
1:20-1:30	Brain Break/Stretch
1:30-2:15	7 <sup>th</sup> Period Virtual Live Instruction
2:15-3:00	Engage in the online lesson for 7 <sup>th</sup> Period
3:00-3:10	Read Book of Choice

**Summarize how your instructional schedules meet the criteria:**

Component	Explanation
<p><b>What are the expectations for daily student interaction with academic content?</b></p>	<p>Students are expected to engage in daily synchronous and asynchronous instruction for the same amount of time as their face-to-face peers. Synchronous instructional time is measured by the minutes of live teaching that takes place while asynchronous instruction is based on the approximate amount of time that it will take a typical student to complete posted activities. Schedules reflecting the exact time and duration of the synchronous and asynchronous instruction (posted above) have been distributed to parents and the community at large.</p> <p>Over the summer, the SMSD School Board passed a 1-to-1 initiative that ensures all our students will have access to a device, thereby enabling them to engage in the digital curriculum provided by teachers. These are currently being distributed so that each home will receive one device until every student receives his/her own later this fall. Library services have also checked-out hot spots to families with limited or no internet access.</p> <p>Our learning management systems (LMS) serve as the digital platform for student instruction. PK-1<sup>st</sup> grades use Seesaw and 2<sup>nd</sup>-12<sup>th</sup> grades utilize Open LMS (formerly known as Blackboard). Through these systems, administrators and teachers will ensure that students are meeting academic expectations in a variety of methods.</p> <ul style="list-style-type: none"> <li>· Analytics will track student login time, pages viewed, posted responses, and assignment completions. This quantitative analysis will allow us to quickly determine whether students are meeting participation benchmarks.</li> <li>· Daily checks for understanding (CFUs) will reflect student progress towards content knowledge. These formative assessments including interactive activities, discussion questions, exit tickets, and surveys will provide qualitative data so that teachers can determine areas where students may require additional practice or support.</li> </ul>
<p><b>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</b></p>	<p>To achieve instructional alignment, precise schedules (posted above) for each grade level have been drafted, approved, and distributed. Daily student engagement in synchronous and asynchronous instruction accrue across all subjects and are equivalent to a full day of academic content on-campus.</p> <p>More specifically, SMSD PK-K students will engage 1 hour of live synchronous instruction per day. Students will then work on their own to complete asynchronous activities/assignments as outlined in their daily schedules for an additional 2.5 hours or 150 minutes. Teachers will maintain a virtual presence to assist students individually or in small groups.</p> <p>For grades 1-5, students will participate in a total of 375 minutes of instruction daily. (This excludes brain break, transition, recess, and lunchtimes.) The duration of synchronous instruction increases as the grade level increases, e.g., 165 minutes for grades 1-2, 225 minutes for grade 3, and 210 minutes for grades 4-5.</p> <p>For grades 6-12, teachers will provide a minimum of 45 minutes of live instruction at the beginning of each period. Students will then move to complete asynchronous work on their own for the remainder of the block time. In total, students will participate in 3 hours of synchronous instruction and 3.5 hours of asynchronous instruction across all subjects.</p> <p>Through our LMS systems, each SMSD student will receive a schedule outlining the learning objectives, learning activities, and assignments for completion for each day.</p>

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<p><b>What are the expectations for teacher/student interactions?</b></p>	<p>Stafford communicated teacher, student, and parent expectations for online learning in a publication that went out to all stakeholders. Teachers were expected to:</p> <ul style="list-style-type: none"> <li>· Review procedures for accessing assignments and checking progress on Open LMS with students.</li> <li>· Provide clear daily learning objectives and instructions for students.</li> <li>· Provide live, daily synchronous instruction at the designated times outlined in the schedule.</li> <li>· Post daily asynchronous materials and assignments for students to complete that will take the remainder of each class period.</li> <li>· Use formative assessments during synchronous instruction that help determine student progress.</li> <li>· Post links to the recorded synchronous instruction so that students can access that resource later.</li> <li>· Provide daily feedback to student checks for understanding and assignments.</li> <li>· Answer student/parent inquiries within one business day.</li> <li>· Provide meaningful feedback on student work using clear and concise language.</li> <li>· Support students with additional small-group instruction during Spartan Time as instructional needs are identified.</li> </ul>
<p><b>How will teacher/student interactions be differentiated for students with additional learning needs?</b></p>	<p>General education students who are struggling academically will receive support during specifically allocated periods in the day. Spartan Time, a 45-minute intervention block, will allow teachers and students to connect in small-group settings to fill instructional gaps that have been identified. Students will be selected for Spartan Time using district RtI information, assessment data, and teacher observations. Secondary students in the general education courses who need additional support will receive one-on-one guidance from the teacher of record during the asynchronous work time.</p> <p>Because of COVID-19, the district has developed instructional expectations for special populations, as well. These programs include resource and inclusion, gifted and talented, dyslexia, bilingual, and elementary English as a Second Language (ESL) among others.</p> <p>Stafford MSD has developed guidelines for Admission, Review, and Dismissal (ARD) and 504 meetings. The district will be developing contingency plans for all students receiving special education services. The same supports will be received virtually. However, those who receive extensive special education support will be among the first back in our staggered return to live instruction should the family select the in-person instruction option.</p> <p>Students participating in dual language bilingual program will receive instruction in both English and Spanish according to the district’s dual-language program content and language allocation. Bilingual teachers will provide daily visual and language development support to students during virtual instruction.</p> <p>In addition to instructional modification through the virtual model, our special populations will receive scheduled regular support from dyslexia specialists, inclusion teachers, and special education paraprofessionals. All supports outlined by 504, ARDs, and LPAC committees will continue as prescribed. Elementary students identified as gifted and talented will receive accelerated curriculum while secondary students in the same program will receive differentiated instruction through pre-AP, AP, and dual-credit courses. Secondary students identified as gifted and talented, who are not in pre-AP, AP, or dual-credit courses will be given opportunities to complete various projects throughout the year.</p>

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**Key Requirement Material Design:** Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
<b>Math Instructional Materials</b>	EC-12 EC-K K-5 6-12 K-Alg I	SMSD Curriculum Fueling Brains (EC-K) Go Math (K-5) McGraw-Hill (6-12) Study Island (K-Alg I)	Seesaw Activities (EC-1) Open LMS (Blackboard)Activities (2-12) Digital Screeners (NWEA MAP BOY, MOY, and EOY) Digital Classroom Formative Assessments Digital Campus Based Assessments Digital District Common Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum.  Accommodations and/or modifications will be provided to students based on their individualized education plan.	Go Math includes an online hub that features English and Spanish materials (including videos and resources).  Seesaw (EC-1) (also translatable to Spanish & other languages for teachers and parents)  Linguistic accommodations for instruction, designated and accessibility supports for assessment, will be determined by the LPAC committee.
<b>ELA Instructional Materials</b>	EC-12 EC-K PK3-2 K-12 6-8 K-8	SMSD Curriculum Fueling Brains (EC-K) CLI Engage (PK3-2) Pearson (K-12) Compass Learning (6-8) Study Island (K-8)	Seesaw Activities (EC-1) CIRCLE (PK3-PK4) TX-KEA (K) Open LMS (Blackboard) Activities (2-12) Pearson Activities (3-12) Digital Screeners (NWEA MAP BOY, MOY, and EOY)	Yes	Differentiation and scaffolding supports are embedded within the curriculum.  Accommodations and/or modifications will be provided to students based on their individualized education plan.	Pearson has embedded EL supports and contains numerous nonlinguistic representations as part of the materials. Grades K-5 also provides a Spanish version of all the teacher and student materials and resources  CIRCLE (PK3-PK4) Parts of this assessment also available in Spanish

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			<p>Digital Classroom Formative Assessments</p> <p>Digital Campus Based Assessments</p> <p>Digital District Common Assessments</p>			<p>Seesaw (EC-1) (also translatable to Spanish &amp; other languages for teachers and parents)</p> <p>Linguistic accommodations for instruction, designated and accessibility supports for assessment, will be determined by the LPAC committee.</p>
<b>Science Instructional Materials</b>	<p>EC-12</p> <p>EC-K</p> <p>K-8</p> <p>K-6</p> <p>1-8</p> <p>6-12</p> <p>K-8</p>	<p>SMSD Curriculum</p> <p>Fueling Brains (EC-K)</p> <p>StemScopes (K-8)</p> <p>Science Fusion (K-6)</p> <p>Study Island (1-8)</p> <p>District Adopted Textbooks – varies by subject (Secondary)</p> <p>EduSmart (8, Biology I)</p>	<p>Seesaw Activities (EC-1)</p> <p>Blackboard Activities (2-12)</p> <p>Digital Classroom Formative Assessments</p> <p>Digital Campus Based Assessments</p> <p>Digital District Common Assessments</p>	Yes	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p>	<p>StemScopes has an online hub that features English and Spanish materials (including videos and resources).</p> <p>Science Fusion is also available in Spanish (K-2)</p> <p>Linguistic accommodations for instruction, and designated and accessibility supports for assessment, will be determined by the LPAC committee.</p>
<b>Social Studies Instructional Materials</b>	<p>EC-12</p> <p>EC-K</p> <p>K-4</p> <p>5</p> <p>1-8</p> <p>6-12</p>	<p>SMSD Curriculum</p> <p>Fueling Brains (EC-K)</p> <p>Pearson (K-4)</p> <p>McGraw-Hill (5)</p> <p>Study Island (1-8)</p> <p>HMH (Secondary)</p>	<p>Seesaw Activities (EC-1)</p> <p>Blackboard Activities (2-12)</p> <p>Digital Classroom Formative Assessments</p> <p>Digital Campus Based Assessments</p> <p>Digital District</p>	Yes	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p>	<p>Pearson and McGraw-Hill have embedded EL support and contains numerous nonlinguistic representations as part of the materials and resources.</p> <p>Pearson “Mi Mundo” (K-4th) (My World Social Studies)</p>

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			Common Assessments			Linguistic accommodations for instruction, designated supports for assessment, will be determined by the LPAC committee.
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**Provide additional explanations of how your instructional materials meet the criteria if needed:**

Component	Explanation
<b>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</b>	<p>Stafford MSD has already begun virtually conducting the beginning of the year screeners on all our students. The information that we glean from NWEA’s MAP Growth and MAP Reading Fluency assessments will help us modify asynchronous learning expectations to specifically address the deficits of our populations. Our screeners communicate directly with Study Island, which is just one way that we will be able to create adaptive learning plans for students.</p> <p>Instructional materials will be available digitally through the Seesaw and Open LMS(Blackboard) platforms. Teachers will redesign activities where appropriate so that students have a more interactive experience. The use of videos/screencasts/broadcasts will be part of remote learning to ensure that students have detailed instructions on how to navigate the instructional materials and receive explicit instruction on added content.</p> <p>Program coherence will be achieved by creating shared courses in our LMS systems. These classes will be created, populated, and maintained during PLC times as curriculum specialists and teachers review our district curriculum documents and determine the virtual instructional tools that will best facilitate such information. Once the shared courses are developed, the teachers will be able to simply pull those lessons into their profiles.</p> <p>While creating and populating the shared courses in our LMS systems, we will continue to utilize the TEKS Resource System to help inform our pacing and the clarification of TEKS. Stafford is also eagerly awaiting the release of Texas Home Learning 3.0. We are hopeful that many, if not all the resources, can be integrated into our curriculum.</p>
<b>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</b>	<p>Continuity in personalized support for students with specialized needs/services – e.g., special education, 504, English learners, etc., will be provided appropriately within the asynchronous and synchronous learning environments as determined by each student’s IEP (individual education plan). Teachers and paraprofessionals will continue to tailor instructional content and activities to meet the specific needs of these students. Our Multilingual Department and Special Education department have developed the following extensive guidance documents to support teachers in accommodating materials for our English Language and Special Education Learners.</p> <p><u>Special Education and 504 Students</u></p> <p>Special Education and 504 students will follow the virtual plan that has been created for the district. Each student who receives special education services has been assigned to a case manager. Case managers are the advocate and main point of contact for that child. For the 504 students, the campus counselor serves in this role. Each student advocate is responsible for ongoing communication with the parent and staff regarding the student’s plan. In collaboration with the parent and school staff and when appropriate the student’s case manager may need to coordinate an individual plan amendment or meeting to discuss academic or behavioral needs. Each is documented in the appropriate software (SEAS or Success Ed). Furthermore,</p>

case managers ensure that the appropriate staff is documenting communication with students and parents (Virtual Log, Parent Log) and implementation of services (teacher logs). The case manager and the student's teachers of record will monitor student progress making note of progress and/or regression.

Early Re-Entry for High Need Students

Life Skills students who have not made significant and consistent progress in the virtual environment have been invited to return to campus learning before the district's 4-week virtual plan. The decision is based on the specific needs of the student. A schedule has been created to allow students to return to campus for a morning, afternoon, or full-day time frame.

To maximize the safety of the student and staff member, the following procedures have been implemented as part of the early re-entry plan:

1. Staff will communicate campus safety procedures to parents.
2. Teachers and para-educators are required to complete the daily COVID 19 Screener and follow district guidelines as it pertains to safety.
3. Teachers and para-educators have been equipped with face shields, scrub covers, gloves, hand sanitizer, thermometer, cleaning fluid, and gloves.
4. Parents will complete the daily COVID 19 Screener.
5. Students' temperature will be checked immediately upon arrival on campus by the school nurse or by designated campus staff.
6. Staff will wear masks and face shields unless instructional activities require their removal.
7. Staff will wear gloves when appropriate.
8. Students will be required to wear masks when tolerable.
9. Students will be met at the pre-determined location by the teacher and/or para-educator at the beginning of their allocated campus learning time.
10. Staff will maintain a log of students' time on campus including all contacts with others.
11. Staff will collect students' breakfast and lunch. Students will eat in their classrooms.
12. All other staff that provides services will provide those services in the Life Skills classroom.
13. All staff will use social distancing when appropriate.
14. Staff will escort students to their pick-up location at the end of their allocated campus learning time.
15. Safe in-classroom cleaning will be conducted throughout each learning time frame and between morning and afternoon schedules.

Student Evaluations (FIEs and Dyslexia)

Assessments will begin immediately for students whose parent consent has been received. For in-person assessments to take place, the following procedures have been implemented to maximize the safety of both the student and staff member:

1. The assessment team member will schedule an agreed-upon assessment time with the parent.
2. The assessment team member will communicate the campus' safety protocols to the student and the parent.
3. The assessment team member is required to complete the daily COVID 19 Screener and follow district guidelines as it pertains to safety.
4. The assessment team member has been equipped with face shields, scrub covers, gloves, hand sanitizer, thermometer, cleaning fluid, and gloves.
5. Parents will complete the daily COVID 19 Screener.

6. Students' temperature will be checked immediately upon arrival on campus by the school nurse or by designated campus staff.
7. Staff will wear masks and face shields unless assessment activities require their removal.
8. Staff will wear gloves when appropriate.
9. Students will be required to wear a mask unless assessment activity requires otherwise and based on the individual student's level of tolerance. The parent must wear a mask when his/her attendance is required.
10. Students will be met at the pre-determined location by the assessment team member at the beginning of the assessment window.
11. Assessment team member will maintain a log of students' time on campus including all contacts with others.
12. Staff will escort students to their pick-up location at the end of their assessment window.
13. The testing area will be safely cleaned between testing periods.

All content area teachers are required to document and monitor BOY, MOY, and EOY linguistic accommodations for each of their ELs on the district's LPAC electronic compliance platform Project ELL.

The Multilingual/ESL Department has worked to ensure that there is a wealth of online resources for ELs. We annually renew Raz Plus licences from Learning A to Z licenses for bilingual teachers. Raz Plus is a standards-based and content-based personalized library of leveled books and reading passages available in printable, projectable, online, and mobile formats to each student in both English and Spanish and at times in other languages. All online student activity is tracked in data-driven reports to help determine future instruction. Kindergarten through second-grade dual language teachers each has a Sound Spelling Transfer Kit from Benchmark Education. This kit aims at developing foundational skills and vocabulary for transfer between Spanish and English and helps maximize transfer, language acquisition, and biliteracy.

The Multilingual/ESL Department has also purchased additional StemScopes STEM ancillary materials such as 3D kits that include all materials needed to conduct hands-on activities for Grades K-5 based on Texas science standards. These grade-level kits provide individually packaged materials, setup is fast, and enable set up of cooperative student grouping easily. Learning is enhanced by providing context to the content enabling students to learn by modeling the function of STEM in the real world.

The Stafford MSD Library also provides access to many online resources such as Tumblebook.com and BrainPOP Jr. in both English and Spanish.

Middle school ELs have received multiple sets of adaptable novels and Lexile content area book sets. They also have access to Raz Plus from Learning A to Z. High School ELs have also received several sets of adaptable and graphic novels. The Multilingual/ESL Department has purchased ACCESS Newcomers Curriculum Kit in a paper-based format that is also accessible via an online component for high school recent arrivals to the United States.

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

Component	Explanation
<p><b>What is the expectation for daily student engagement?</b></p>	<p>Students are required to participate daily in virtual instruction. They will have opportunities to complete both asynchronous and synchronous activities for the day to ensure that they can fully master the assigned student learning objectives and TEKS.</p> <p>Asynchronous learning is defined as an online instructional experience where students engage in learning experiences at their own pace and on their own time, interacting with the teacher when necessary for support and clarification. Students will engage in remote/asynchronous learning through our learning management systems, which are Seesaw and Blackboard. Activities include:</p> <ul style="list-style-type: none"> <li>• Pre-assigned work with formative assessments.</li> <li>• Watching pre-recorded videos on the course page.</li> <li>• Guided support from the instructor through messages and feedback.</li> </ul> <p>Synchronous learning will include scheduled, real-time, live instruction between teachers and students with the use of video conferencing software like Blackboard Collaborate and Microsoft Teams. Activities will include:</p> <ul style="list-style-type: none"> <li>• Live interactive classes with students and teachers participating in real-time.</li> <li>• Teacher-supported work time on video conference calls</li> <li>• Opportunities to collaborate with teachers and other students on group assignments.</li> <li>• Remote office hours where students can meet with the teacher to ask questions or check-in with the teacher for better understanding.</li> </ul> <p>Students must participate daily with work. Daily student engagement expectations and progress will be clearly defined, measurable, and published online for parents and students in the learning management systems. As indicated early in the asynchronous plan, there are both quantitative and qualitative measures to ensure appropriate student engagement in courses. Analytics will indicate whether students are actively participating in courses by tracking logins, interactions with pages, posts, and minutes spent interacting with coursework. Daily checks for understanding (CFUs) will serve as the qualitative benchmark to ascertain whether student learning is occurring. These CFUs will be developed in concert between administrators, specialists, and teachers during PLCs.</p>
<p><b>What is the system for tracking daily student engagement?</b></p>	<p>Daily student engagement will be tracked, by following TEA guidelines, in one of the following three ways:</p> <ol style="list-style-type: none"> <li>1. <b>Daily progress in the teacher-assigned learning application:</b> Students who log in to the ClassLink (single sign-on) each day and engage in teacher-assigned learning apps (including, but not limited to Open LMS (Blackboard) and Seesaw) are considered “present” and will not be marked absent. Students who have not logged in and have not engaged in learning each school day will be marked absent. Progress and engagement require more than simply being present in a class. They must participate in the daily check for understanding (CFU) posted in the asynchronous portion of the coursework so that teachers can determine whether student learning has occurred.</li> <li>2. <b>Daily progress via teacher-student interactions:</b> Students are expected to attend live interaction and instruction with the teacher at scheduled times. Teachers will take attendance daily in each course and absences will be documented. Teachers will use checkpoints throughout each synchronous session to check for understanding and engagement. Checkpoints will vary each day depending on the content/course/grade. Examples include, but are not limited to polls, warm-ups, class games like Kahoot/Quizlet/Quizizz, chat bar/verbal responses to questions, and exit tickets. Students who are</li> </ol>

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	<p>struggling academically will also receive live support during specifically allocated periods in the day. Students who will be selected for additional support are expected to attend these intervention periods.</p> <p>3. <b>Completing/submitting assignments:</b> Teachers organize asynchronous instruction into learning units. In addition to the daily checks for understanding (CFUs) that are posted, teachers will also be creating assignments for student completion throughout the units. These will constitute the grades for the grade book and will reflect student understanding about the contents within that unit.</p> <p>If students do not have documented engagement via the teacher-assigned learning application, daily interaction with the teacher, and/or documentation of completion/submitting daily assignments by 3:30 p.m. each school day, students will be considered absent. However, this absence can be resolved if the student engaged in daily learning assigned by their teachers by 11:59 p.m. that same day. Parents and students will receive absence notifications via School Messenger after 6:00 p.m. each day and will be reminded of the opportunity to resolve that day’s absence if the student engages in learning before 11:59 p.m. of that same day.</p> <p>Students need to show engagement in one of the three ways before the end of each day to receive attendance credit for that day. However, it must be noted that students cannot simply log in and logout each day and expect to be counted as present. Teachers will determine whether students have been engaged and/or shown academic progress based on the analytics reflected by the LMS and the quality of participation demonstrated in discussions, CFUs, and assignments.</p>
<p><b>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</b></p>	<p>SMSD will provide instruction in two different environments: (1) Virtual/Remote and (2) Face-to-face. In this model, both the virtual and face-to-face experience will provide similar expectations around coursework, follow the same grading guidelines, and utilize the same learning platforms. Virtual courses will follow a similar scope and sequence as face-to-face instruction and will cover all required TEKS. The main reason for following the same scope and sequences and using the same platforms is that instruction can be quickly and easily transferred from face-to-face to remote in the event of temporary school closure due to COVID-19 spread. This will also allow students to transition between learning environments (virtual/remote and face-to-face) at the end of each grading period. Our face-to-face students will access course materials and assignments and will submit their work through the LMS. This will help limit contact with paper materials.</p> <p>Our district LMS will track student activity and engagement in instruction. This includes many instructional aspects including the day/time of logins, number of assignments completed, the contribution of posts, and the amount of time spent active in courses.</p> <p>Additionally, students who fall below a 90% attendance for the time that the course is offered will not receive credit for the course, regardless of the level of “engagement”, consistent with on-campus expectations.</p> <p>These methods require an engagement that is consistent with an on-campus learning environment because they mimic how students would interact with their teachers and classmates on-campus though duration, learning objectives achieved, activities completed, and coursework. Furthermore, these opportunities for engagement provide evidence that the student is making progress and engaging with their schoolwork daily.</p>
<p><b>What is the system for tracking student academic progress?</b></p>	<p>As previously indicated, both quantitative and qualitative measures will be used to track student progress.</p> <p>Analytics will be used to quantify student engagement in coursework. Our LMS systems will indicate whether students are actively participating in courses by tracking logins, interactions with pages, posts, and minutes spent interacting with coursework. This will certainly set a foundation to understand the degree to which students are attempting to complete work.</p>

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	<p>However, qualitative measures of student engagement are essential to validate whether learning is occurring. Through daily CFUs and at least weekly assignments, teachers will be able to provide a grading and feedback system on par with the face-to-face students receive. Parent Portal, gradebook, progress reports, and report cards will also continue to keep parents apprised of academic performance.</p> <p>Additionally, our asynchronous students will also be tracked using district assessment tools. These will include:</p> <ul style="list-style-type: none"> <li>• A BOY growth screener to determine potential RtI concerns as well as identify strengths/weaknesses in grade-level student expectations. The same tool (NWEA MAP) will be used for MOY and EOY screeners.</li> <li>• A BOY reading fluency screener to determine student reading levels to ensure that assigned materials are appropriate. This same tool will be used for progress monitoring of those levels.</li> <li>• Curriculum-based assessments (CBAs) to determine proficiency in TEKS for each grading period. Our yearly district assessment calendar has already been published. Asynchronous students will receive a comparable CBA or benchmark to those who are present on campus.</li> </ul>
<p><b>What is the system for providing regular (at least weekly) feedback to all students on progress?</b></p>	<p>Teachers are responsible for providing both synchronous and asynchronous feedback daily. During synchronous instruction, teachers will be gauging student knowledge through formative assessment including direct questioning, cooperative groups, monitoring student work through screen share, etc.</p> <p>Teachers will also provide daily asynchronous feedback through the LMS. Courses are required to include a check for understanding (CFU) in the self-directed portion of the class. The CFU can take a variety of interactive forms, but it must provide the teacher with an opportunity to authentically check student progress on the day's lesson.</p> <p>Because the daily feedback from teachers to students is conducted through a variety of methods, teachers will have a clear grasp of student knowledge, and students will receive updates about academic progress on a consistent and frequent basis.</p>

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

**Include a sample educator professional development schedule.**

**SMSD 2020-21 PD Calendar & Activities that are Specific to Supporting Asynchronous Instruction**

**A. Before the First Day of School:**

Date	Key Topics & Participants
<p>07/01/20-07/31/20</p>	<p>All certified/professional staff members were required to complete 12 hours of their 18-hour Continuing Professional Development Plan between 07/01/20 and 07/31/20. Stafford MSD teachers completed the following courses as part of their Continuing Professional Development (CPD) plan between these dates.</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup>-6<sup>th</sup> grade teachers completed 6 hours of online Open LMS (Blackboard) Bootcamp Class as part of their summer PD plan.</li> <li>• 7<sup>th</sup> – 12<sup>th</sup>-grade teachers completed 6 hours of online Blended Learning Class as part of their summer PD plan.</li> <li>• K-1<sup>st</sup> grade teachers completed online Formative Assessment with Technology (1 hour) and Technology Integration in the Elementary Classroom (2 hours- Online).</li> </ul>

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	<p>Additionally, the following courses were offered by the district technology coordinator:</p> <ul style="list-style-type: none"> <li>· Teachers we also provided opportunities through our Microsoft Training Series to complete courses about Microsoft Teams, OneNote, and the Inclusive Classroom, focusing on Windows accessibility tools.</li> <li>· Both teachers and other staff also had the opportunity to complete 7 hours of asynchronous training in our Office 365 Academy, which included numerous modules over various Microsoft Tools (Teams, OneDrive, Outlook, OneNote, Sway, and Skype). Completion of this academy allowed teachers to gain the distinction as Microsoft Innovative Educators.</li> <li>· K-5 grade teachers: Flipping Out with Flipgrid (1 hour- online) and Office 365 Academy (7 hours-online).</li> <li>· 6-12 grade teachers: Don't Worry, Be Appy (Integrating iPad apps, 1 hour-online).</li> </ul> <p>In addition, teachers were offered a variety of courses on launching virtual learning, assessment practices in online learning, classroom management and student engagement in a virtual setting, and lesson planning for both F2F and virtual settings.</p>
<p>07/24/20- 07/25/20</p>	<p>Leadership Retreat: Administrators were provided with an overview and training on the tools needed to help deliver virtual instruction.</p>
<p>7/20/20- 08/07/20</p>	<p>Campus Principals attended a series of training sessions conducted by TEA on Introduction to Remote Learning, Driving Remote Instruction Quality and Improvement, and Building Staff Capacity to Deliver Remote Instruction.</p>
<p>7/27/20- 08/07/20</p>	<p>District Curriculum and Instruction team attended a webinar series conducted by TEA on “Adapting or Adopting Remote Resilient Curriculum”</p>
<p>07/30/20- 08/05/20</p>	<p>New to District Teacher Training: As part of 4-day training specifically designed for the teachers who are new to the district, the following sessions were conducted:</p> <ul style="list-style-type: none"> <li>· Introduction to SMSD Curriculum.</li> <li>· School Procedures.</li> <li>· LMS Introduction Training – New teachers were provided with an introductory training to our Learning Management System (Open LMS) where they learned about the several types of content that can be added to courses, in addition to using Collaborate for live instruction. They were also able to participate in many activities to become more familiar with the system.</li> <li>· Blended Learning.</li> <li>· Eduphoria/Strive and TEKS Resource System.</li> <li>· Effective Lesson Planning in both online and F2F learning environments.</li> <li>· Unpacking TEKS.</li> <li>· Student Learning Objectives (SLOs)/ Other Student Measures.</li> <li>· RTI.</li> <li>· Workstations/ Small Group Instruction in both online and F2F learning environments.</li> <li>· Literacy for ALL.</li> <li>· Literature Circles.</li> <li>· Effective Lessons in Math for Math teachers.</li> <li>· T-TESS Orientation.</li> </ul>

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08/10/20-08/11/20	<p>Campus PD Days: Each campus planned and conducted 2-day training based on their teachers’ needs such as the following;</p> <ul style="list-style-type: none"> <li>· Virtual Kagan Cooperative Learning for ECC and Elementary school teachers.</li> <li>· Remote Administration Assessment for CIRCLE for pK teachers.</li> <li>· The TX KEA Remote Assessment Training for Kinder Teachers.</li> <li>· Kids U/Fueling Brains for ECC teachers.</li> <li>· Six Plus One Writing Traits Training for 3<sup>rd</sup>-12<sup>th</sup> ELAR Teachers.</li> </ul>
08/12/20-08/13/20	<p>District PD Days: As part of the 2-day training, the following sessions were conducted for all the district’s teachers:</p> <ul style="list-style-type: none"> <li>· EC-1<sup>st</sup> Grade Teachers attended Seesaw (EC-1<sup>st</sup> LMS) training and were offered a Study Island refresher training with the Edmentum representative.</li> <li>· 2<sup>nd</sup> – 12<sup>th</sup> Grade teachers attended “My Open LMS: Effective Practices for Online Learning” with our Instructional Technology Coordinator. The purpose of the course was to cover best practices, daily operations/procedures, and creating and conducting live, synchronous sessions with students. Teachers who were not able to attend were provided with a recording of the session.</li> <li>· All teachers attended the 3-hour Blended Learning session offered by the district technology coordinator.</li> <li>· All K-12 teachers participated in a 3-hour virtual Sheltered Instruction PD that centered around student strategies that can be led remotely to engage students.</li> <li>· Data Analysis/Vertical Alignment: All K-12 teachers participated in a 3-hour virtual training about analyzing and responding to data with the use of the instructional materials for both online and F2F learning environments.</li> <li>· Standards-Based IEP Process: Using Data to Write PLAAFPs and IEP Goals Refresher: A virtual 3-hour training was offered for all SPED teachers and paras.</li> <li>· Six Plus One Writing Traits Training: The second day of a 2-day training was offered as part of the District PD program for all 3<sup>rd</sup> -12<sup>th</sup> ELAR Teachers.</li> <li>· 504 Refresher: All Campus 504 Chairpersons/Leaders attended the 3-hour 504 Refresher session offered by Region 4 ESC.</li> </ul>
08/20/20	<ul style="list-style-type: none"> <li>· Parents had the opportunity to attend live, virtual sessions for more support. Those sessions were focused on equipping our parents with all the tools necessary for successful virtual instruction.</li> <li>· Video libraries for online platforms with quick tutorials on functions of the applications were added to our virtual instruction side along with other resources for parents (<a href="https://www.staffordmsd.org/academics/stafford-learns">https://www.staffordmsd.org/academics/stafford-learns</a> )</li> </ul>

**B. Professional Development During the School Year and Job Embedded Professional Development:**

- **Monthly Leading-Edge Meeting for District and Campus Leaders:** School principals and assistant principals meet with other district-level administrators and curriculum specialists once a month for a day-long meeting. In these meetings, school administrators will be provided support and training on delivering high-quality asynchronous instruction as described in this plan.

The schedule of these meetings for the 2020-21 school year will be as follows:

September 17 <sup>th</sup> , 2020	October 13 <sup>th</sup> , 2020	November 12 <sup>th</sup> , 2020	December 3 <sup>rd</sup> , 2020	January 14 <sup>th</sup> , 2021
February 11 <sup>th</sup> , 2021	March 11 <sup>th</sup> , 2021	April 15 <sup>th</sup> , 2021	May 6 <sup>th</sup> , 2021	June 10 <sup>th</sup> , 2021

Based on the needs assessment we conducted, we decided to designate the first part of these days as ILF (Instructional Leadership Focus) sessions. September 19<sup>th</sup> was dedicated to the district’s asynchronous plan components and related compliance issues. ILF session for Oct 13<sup>th</sup> meeting will be devoted to Blended Learning. In this session, we will present an administrator version of Oct 9<sup>th</sup> teacher training about implementing blended learning models at both F2F and virtual learning environments. More specifically, we will take a closer look at blended learning models and how we implement them in the real-time learning environment. We will take an especially close look at the Hyflex and Station Rotation models. The

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reading and writing instruction in the virtual environment will be the topic of the November ILF session. Similarly, we will continue to monitor our implementation and conduct needs assessments to determine the topics for the other sessions in the coming months.

- **PLCs:** Teachers in the same content/grade-level will meet weekly to work together on the program, resources, and data. The curriculum specialists, data specialists, and campus leaders will also present in these meetings. Our curriculum specialists and the technology coordinator will also provide support and training regarding asynchronous instruction in PLCs. In addition, with the districts' data specialists' guidance and lead, the teachers will analyze data and work on responding to data with the use of the instructional tools and materials for both online and F2F learning environments.
- **Reading Academies:** Per TEA, Stafford MSD teachers in grades PK-5 are participating in reading academies that emphasize the science of teaching reading. This coursework is meant to ensure that students receive high-quality reading and writing instruction from highly effective teachers. It specifically encourages explicit instruction in foundational skills such as alphabetic principles, phonemic awareness, phonology, oral language, vocabulary, and comprehension. Because teachers are participating in this coursework through a blended model, they are also learning how to provide online instruction and the methods most likely to increase engagement while working on these literacy skills.
- **Apple iPad Training:** Over the summer, the SMSD School Board passed a 1-to-1 initiative that ensures all our students will have access to a device enabling them to engage in the digital curriculum provided by teachers. As part of this initiative, each student will receive an IPAD in this fall. The district has also launched a series of training opportunities for the administrators and teachers that will be conducted throughout the 20-21 school year. These opportunities include Launch Event, Job Embedded Coaching for Teachers, and Executive Coaching for Leaders.
- **Shared Courses:** We have created shared courses for all our subject areas and grade levels. These are intended to provide a model of best virtual instruction and promote collaboration among teachers, specialists, and administrators. All teachers who teach the same grade level and subject area will have full access to the shared course, where they can pull content from the collaborative workspace to their virtual classrooms.
- **Mentoring Program:** Mentor teachers and mentees meet on a regular basis during the school year through activities like classroom observations, conferencing, and modeling lessons.
- **Curriculum Specialists:** Curriculum specialists provide ongoing support for Math, ELAR, Science, and Social Studies teachers through coaching.
- **Continuing Professional Development Plan:** As described above, all certified/professional staff members were required to complete their individual 18-hour Continuing Professional Development Plan. They completed the 12-hour part between 07/01/20 and 07/31/20. They will work on the remaining 6 hours until December 31<sup>st</sup>, 2020. Teachers are offered a variety of courses on various topics including implementing blended learning and hy-flex models, assessment practices, classroom management, use of data, lesson planning, and student engagement in virtual settings. Teachers work on their time and pace to complete these classes through the asynchronous learning model.
- **District and Campus PD Days During the School Year:** We have periodically been conducting needs assessments to determine how to improve our virtual and F2F instruction. Based on the needs assessment results, we intend to offer a series of training opportunities on different strategies to help our teachers optimize their asynchronous instruction on district and campus PD Days during the school year.

The schedule of these meetings for the 2020-21 school year will be as follows:

District/Campus PD Days: October 9<sup>th</sup>, 2020 and February 12<sup>th</sup>, 2021

Flex Days/ Professional Development: January 4<sup>th</sup>, 2021 and May 28<sup>th</sup>, 2021

Based on the needs assessment we conducted, we decided to designate the Oct 9<sup>th</sup> PD day for the training about implementing blended learning models at both F2F and virtual learning environments. We will take a closer look at blended learning models and how we implement them in the real-time learning environment through modeling. We will take an especially close look at the Hyflex and Station Rotation models. We will continue to monitor our implementation and conduct needs assessments to determine the topics for the other PD days in the coming months.

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

Component	Explanation
<p><b>How will both initial and ongoing, job-embedded educator development opportunities occur?</b></p>	<p>As outlined above, all SMSD educators received training over the summer or they will continue to receive job-embedded professional development during the school year. Since the spring, we have periodically been conducting needs assessments to determine how to improve our virtual instruction. As a result, we have begun offering more training and incorporated more technology components into our weekly PLCs.</p>
<p><b>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</b></p>	<p>As the year progresses, we intend to offer a series of courses on different strategies to help teachers optimize their asynchronous instruction. Most of these will focus on diverse ways to facilitate blended learning and improve student engagement in a virtual setting.</p> <p>Based on the online screeners and district assessments that are administered, data meetings will convene to review the teaching strategies that have been utilized and determine what, if any, reteach/remediation/extension is required. These sessions will also discuss how to create virtual student groups based on the information obtained.</p> <p>Additionally, to support professional development and our ability to respond to student data, we have created shared courses for all our subject areas and grade levels. These are intended to provide a model of best virtual instruction and promote collaboration among teachers, specialists, and administrators.</p>

**Describe your communication and support plan for families engaging with asynchronous learning:**

Component	Explanation
<p><b>How will you communicate the expectations for asynchronous instruction to families?</b></p>	<p>Communication with parents will be facilitated through platforms such as the Stafford MSD website, social media, Open LMS (Blackboard), and Seesaw:</p> <ul style="list-style-type: none"> <li>• Website and social media: Stafford MSD is using these platforms to provide quick and easily accessible announcements to all students. We have a large following on Facebook, Twitter, YouTube, and Instagram. Our website not only supplies information, but it links to all the resources parents and teachers need.</li> <li>• Town Hall Meetings: Since the beginning of the COVID-19 crisis, SMSD has been conducting virtual town hall meetings for community stakeholders. These are ongoing.</li> <li>• “Share It”: District staff will use the “Share It” on our website to monitor and respond to parent questions promptly.</li> <li>• Peach Jar: Stafford uses Peach Jar to push out</li> <li>• Open LMS (Blackboard)/Seesaw: Students and parents will have access to information through the LMS, which will enable them to oversee progress on academic assignments, engagement with lessons, and their interactions with teachers. This portal also serves as a two-way communication channel between parents and teachers.</li> <li>• ClassDojo: ECC and Elementary Campuses use ClassDojo to post messages for the parents.</li> </ul>

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<p><b>What are the expectations for family engagement/support of students?</b></p>	<p>Parents were required to submit a form by 8/10/20 that indicates whether students will be attending school virtually or face-to-face once the 4-week period of all online instruction concludes. They will have the option of changing this selection every grading period.</p> <p>Stafford communicated teacher, student, and parent expectations for online learning in a publication that went out to all stakeholders. Parents are expected to support their students by:</p> <ul style="list-style-type: none"> <li>• Accessing parent resources through the Stafford Learns website to learn about online learning platforms, including login information.</li> <li>• Encouraging student(s) to be prepared and join live virtual sessions at the scheduled time.</li> <li>• Having students test their credentials by signing into their designated learning platform with their username and password.</li> <li>• Getting to know the online learning platform.</li> <li>• Creating a learning space for students that minimizes distraction and noise.</li> <li>• Placing all usernames and passwords in a visible location for easy access.</li> <li>• Creating a visual of your student(s) daily schedule and display it in their workspace.</li> <li>• Making sure student(s) have all their necessary materials (e.g., textbooks, writing tools, notebooks, etc.).</li> <li>• Ensuring students log in at least 10 min. before the start of each class period for attendance purposes.</li> <li>• Maintaining breaks and snack times throughout the day.</li> <li>• Checking in with student(s) to monitor the completion of homework and other assignments.</li> <li>• Signing into the Ascender Parent Portal to check student grades.</li> <li>• Staying in communication with teachers.</li> </ul>
<p><b>What additional supports, training, and/or resources will be provided for families who may need additional support?</b></p>	<p>Parents are encouraged to contact the district through our website, social media accounts, phone, email, town hall participation, or LMS communication to make us aware of any questions or needs. Based on this, we have been able to provide technology (laptops, iPads, hotspots), schedule information sessions, provide additional training, and arrange direct support.</p> <p>For technology services and help, parents are provided a help desk email and a help desk phone number. Also, a Parent Tech Help Form is created for parents to report tech issues. These issues include logging in to ClassLink, device issues, apps, and so forth.</p> <p>Before the school began, parents had the opportunity to attend live, virtual sessions for more support. Those sessions were focused on equipping our parents with all the tools necessary for successful virtual instruction. These sessions are ongoing and will be repeated during the school year based on the needs of our families.</p> <p>The district was able to distribute more than 1000 devices to those students who do not have devices. In addition, Learning Labs were created at each campus to fulfill the learning needs of our students who do not have access to devices and/or the internet and having difficulties to access our learning platforms and/or other learning applications.</p> <p>Video libraries for online platforms with quick tutorials on functions of the applications were added to our virtual instruction side along with other resources for parents (<a href="https://www.staffordmsd.org/academics/stafford-learns/parent-resources">https://www.staffordmsd.org/academics/stafford-learns/parent-resources</a> ). We will continue to add more resources to this side during the school year.</p>