

# Asynchronous Instruction Plan



PK-12

2020-2021

### Cleveland ISD Online Learning Daily Schedule Pre - Kindergarten Half Day

Time	Activity
15 Minutes	Morning Message, Community Building, and Calendar <ul style="list-style-type: none"> <li>• Asynchronous LMS- Canvas</li> </ul>
45 Minutes	Literacy Instruction- Reading and Writing <ul style="list-style-type: none"> <li>• Asynchronous whole group instruction LMS- Canvas</li> <li>• one-to-one or small group instruction</li> </ul>
40 minutes	Math and Science Centers <ul style="list-style-type: none"> <li>• Asynchronous whole group instruction LMS- Canvas</li> <li>• one-to-one or small group instruction</li> </ul>
40 minutes	Social Studies and Writing <ul style="list-style-type: none"> <li>• Asynchronous whole group instruction LMS- Canvas</li> <li>• one-to-one or small group instruction</li> </ul>
40 minutes	Thematic Center Instruction for At Home Parent/Child Learning <ul style="list-style-type: none"> <li>• Asynchronous whole group instruction LMS- Canvas</li> <li>• one-to-one or small group instruction</li> </ul>

### Cleveland ISD Online Learning Daily Schedule K-5

Time	Activity
15 Minutes	Morning Message- Community Building Asynchronous LMS- Canvas
90 Minutes	Reading and Writing Instruction <ul style="list-style-type: none"> <li>• Asynchronous whole group instruction LMS- Canvas</li> <li>• one-to-one or small group instruction</li> </ul>
60 Minutes	Math <ul style="list-style-type: none"> <li>• Asynchronous whole group instruction LMS- Canvas</li> <li>• one-to-one or small group instruction</li> </ul>
45 Minutes	Science <ul style="list-style-type: none"> <li>• Asynchronous whole group instruction LMS- Canvas</li> <li>• one-to-one or small group instruction</li> </ul>

45 Minutes	Social Studies <ul style="list-style-type: none"> <li>Asynchronous whole group instruction LMS- Canvas</li> <li>one-to-one or small group instruction</li> </ul>
45 Minutes	PE, Music and Art <ul style="list-style-type: none"> <li>Asynchronous whole group instruction LMS- Canvas</li> </ul>
40 Minutes	Intervention and Enrichment <ul style="list-style-type: none"> <li>one-to-one or small group instruction</li> </ul>
120 Minutes	Office Hours <ul style="list-style-type: none"> <li>one-to-one or small group instruction</li> </ul>

### Remote Daily Instruction Schedule

#### Secondary Campuses

Subject/Course	Minutes
English Language Arts	45
Mathematics	45
Science	45
Social Studies	45

Elective 1	45
Elective 2	45
Elective 3	45
Daily Check-In	15

**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 interact in asynchronous learning on a daily basis, Monday through Friday and complete self-paced projects and assignments. Teachers use a common lesson template to create daily TEKS-based lessons following the district’s curriculum guide for each core subject. In addition, the district has developed an elementary lesson plan template and a secondary lesson plan template in the LMS to ensure all lessons have minimum standards for instructional quality. Students watch prerecorded instructional videos and complete a series of activities that follow the lesson cycle and include daily formative assessment using the options available (assignment, discussion, quiz). Teachers can track student login time and assignment completions via online LMS. Additional synchronous opportunities of small group or individual instruction and office hours are provided daily for students based on needs as determined by student progress in LMS.</p>

<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>All students whose parents have expressed the desire (via registration) for remote learning are provided the opportunity to engage in approximately a full day of academic content each day. Students and parents are notified of the requirement for daily interaction with academic content in all classes by letter, district website, and documented phone call. Teachers create learning modules in the LMS which include the lessons for each day of the week, Monday through Friday, for the subjects listed in the schedules above. Students are expected to progress through each module, by completing the tasks assigned per day. Teachers will monitor each student's progress on a daily basis to ensure progress in the weekly module.</p> <p>Students are expected to engage daily in academic learning via LMS during each instructional day, students are required to make progress towards completion of the modules through a series of synchronous &amp; asynchronous tasks. Teachers check in daily with their assigned students and ensure engagement and provide feedback daily for all students including EL, Special Education, Advanced Academics/GT, and 504 students as well as students being monitored through RTI.</p> <p>Please see sample daily schedules included above with this document.</p> <p>Campuses develop a schedule that will include required daily engagement time for all classes. Elementary students have a daily schedule that delineates activities by the hour, including all four core subjects, interventions and enrichment. Secondary students are provided lessons in all enrolled courses.</p>
<p><b>What are the expectations for teacher/student interactions?</b></p>	<p>Teachers are required to communicate with students daily to support academic progress and learning by providing daily feedback on assignments, discussions, and/or quizzes in LMS or synchronous learning time. Students will be provided the opportunity to review the feedback and revise and resubmit assignments.</p> <p>Teachers will also set prescheduled classroom time through audio/video conferencing to provide additional instruction, small group or individual, on specific topics (including the use of technology tools needed for remote instruction), clarify and solidify learning, and extend learning through content-related enrichment opportunities.</p>

How will teacher/student interactions be differentiated for students with additional learning needs?

Teachers will use progress data to determine which remote learning students need additional instruction time. Small groups, by topic and/or skill, will be identified and direct instruction will be provided to these students. More time with teachers will be afforded to students with extensive academic needs as determined by progress monitoring.

Support Program Personnel will collaborate on a predetermined schedule with teachers to communicate individualized needs and supports for students to maximize effort and reduce stress on parents/caregivers. Remote learning for students in RTI will depend on the level or tier of the students. Universal screening will be provided to all PK - 12th grade students in order to collect data for the beginning of the school year. This data will serve as a baseline to ensure the individualized needs and supports of students are being met through audio/video conferencing by either the classroom teacher or RTI teacher for Tier 3 students. Both, classroom and RTI teachers will monitor student progress and determine whether one-to-one or small group instruction is needed. EL students in the primary grade levels will continue to receive RTI service in their dominant language (Spanish or English).

Time, in addition to the instructional schedule, will be provided to address individually identified support services required. This includes students who are in special programs (Special Education, 504, RTI, etc.). Students receiving special education, speech, OT, PT, VI, O & M, AI and 504 services will be through audio/video conference, phone conference or face to face as developed on each student's individual education plan (IEP). Case managers will have daily office hours to support students in addition to direct contact as outlined in their individual plans. Case managers will also support general education teachers through collaboration of needed accommodations/supports built into the LMS lessons.

Students with more significant disabilities will be provided support as outlined in their IEP via direct communication with service providers as well as a variety of resources to support learning at home. Parents/students will be provided support via video conferencing as outlined in their individual plans. Additionally, a video library will be provided to parents with common support needs to allow a view on demand option for parents outside of school hours. Students who need added support will be offered face to face support in a centralized location for direct therapy interventions and/or modeling of skills by the trained professional staff. Case managers will be responsible for weekly documentation of all support and interventions.

Supports for students with disabilities

<https://sites.google.com/clevelandisd.org/altcurriculum/>

**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>	PreK K – 8 9 - 12	Frog Street HMH Go Math Sapling	Circle Assessment TEX-KEA- K 1-12 Renaissance 360 Digital Common Formative Assessments, Curriculum-Based Assessments, and District Benchmark Assessments	YES	Differentiated and scaffolding supports are embedded in the curriculum such as immersive reader, text size, highlighted information, etc. Additional individual accommodations and support by assigned staff will be provided through video/audio conferencing, email support, collaboration with teachers, and parent training support.  <b>Supports for students with disabilities</b> <a href="https://sites.google.com/clevelandisd.org/alcurriculum/">https://sites.google.com/clevelandisd.org/alcurriculum/</a>  <a href="https://clevelandisd.org/352726_4">https://clevelandisd.org/352726_4</a>	Go Math/Think Central includes an online hub that features English and Spanish materials and resources  Frog Street is available in English and Spanish.  Bilingual Dictionaries
<b>ELA Instructional Materials</b>	PreK K – 8 9 - 12	Frog Street, myON HMH, myON (ELAR and SLAR) Mirrors & Windows, myON	Circle Assessment TEX-KEA- K, TPRI and Tejas LEE- 1 and 2 3-12 Renaissance 360 Digital Common Formative Assessments, Curriculum-Based Assessments, and District Benchmark Assessments	YES	Differentiated and scaffolding supports are embedded in the curriculum such as immersive reader, text size, highlighted information, etc. Additional individual accommodations and support by assigned staff will be provided through video/audio conferencing, email support, collaboration with teachers, and parent training support.  <b>Supports for students with disabilities</b> <a href="https://sites.google.com/clevelandisd.org/alcurriculum/">https://sites.google.com/clevelandisd.org/alcurriculum/</a>  <a href="https://clevelandisd.org/352726_4">https://clevelandisd.org/352726_4</a>	Mirror and Windows features English and Spanish resources.  HMH has embedded EI support instructions and contains nonlinguistic representations.  Reading Eggs for grades 2 and 3  ESL Reading Smart for Grades 4 and 5  Rosetta Stone for newcomers for grades 6-12  Bilingual Dictionaries

<p align="center"><b>Science Instructional Materials</b></p>	<p align="center">PreK K – 12</p>	<p align="center">Frog Street STEMScopes</p>	<p align="center">Digital Common Formative Assessments, Curriculum-Based Assessments, and District Benchmark Assessments</p>	<p align="center"><b>YES</b></p>	<p>Differentiated and scaffolding supports are embedded in the curriculum such as immersive reader, text size, highlighted information, etc. Additional individual accommodations and support by assigned staff will be provided through video/audio conferencing, email support, collaboration with teachers, and parent training support.</p> <p><b>Supports for students with disabilities</b>  <a href="https://sites.google.com/clevelandisd.org/altcurriculum/">https://sites.google.com/clevelandisd.org/altcurriculum/</a>   <a href="https://clevelandisd.org/352726_4">https://clevelandisd.org/352726_4</a></p>	<p align="center">Includes preloaded vocabulary picture cards, CLOZE-ing in on Science, and sentence stems</p> <p align="center">Bilingual Dictionaries</p>
<p align="center"><b>Social Studies Instructional Materials</b></p>	<p align="center">PreK K – 5 6 – 12</p>	<p align="center">Frog Street Pearson McGraw-Hill</p>	<p align="center">Digital Common Formative Assessments, Curriculum-Based Assessments, and District Benchmark Assessments</p>	<p align="center"><b>YES</b></p>	<p>Differentiated and scaffolding supports are embedded in the curriculum such as immersive reader, text size, highlighted information, etc. Additional individual accommodations and support by assigned staff will be provided through video/audio conferencing, email support, collaboration with teachers, and parent training support.</p> <p><b>Supports for students with disabilities</b>  <a href="https://sites.google.com/clevelandisd.org/altcurriculum/">https://sites.google.com/clevelandisd.org/altcurriculum/</a>   <a href="https://clevelandisd.org/352726_4">https://clevelandisd.org/352726_4</a></p>	<p align="center">Frog Street, Pearson and McGraw-Hill features in English and Spanish resources</p> <p align="center">Preloaded vocabulary, CLOZE-ing in, and sentence stems</p> <p align="center">Bilingual Dictionaries</p>

**Provide additional explanations of how your instructional materials meet the criteria if needed:**

Component	Explanation
<p><b>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</b></p>	<p>CISD implements an in-house created TEKS-based district curriculum to be used in conjunction with the district adopted textbooks. Development began in early April; therefore, we were sufficiently aware to design the district curriculum in a manner that would support both in-classroom instruction and remote learning. The district curriculum will be housed in LMS, and teachers will use the district curriculum for both in-class instruction and remote learning. Curriculum development included preparation for remote learning through the inclusion of instructional videos and other digital resources in every unit. All instructional materials and resources can be either linked in or imported into the LMS.</p>



	<p>Curriculum development has had parallel instruction in mind from the beginning. Teachers are developing lessons and materials for use within an LMS and created lesson videos to coordinate using the district adopted materials. In addition, CISD used a forward and backward design model for developing curriculum documents and assessments. The instructional direct teach videos are prerecorded and chunked for focus. The 5E lesson plan design structure was utilized for math and science and a variety of student products were embedded to allow for student choice.</p> <p>The following Instructional materials and resources were designed to support students with disabilities and ELs:</p> <ul style="list-style-type: none"> <li>● Canvas LMS to check for ADA accessibility of content</li> <li>● Canvas Studio captioning</li> <li>● Audio recordings embedded in Canvas pages</li> <li>● Immersive Reader embedded in LMS</li> <li>● Materials and activities adapted based on student level and need</li> <li>● Extended time to complete assignments</li> <li>● Student program personnel to provide support student needs</li> <li>● Instructional content videos created using Chunking to provide short focused segments under 10 minutes</li> <li>● Succinct assignments focused on the TEKS</li> <li>● A variety of student products to allow for student choice</li> <li>● Additional feedback based on progress</li> <li>● Online embedded math manipulatives</li> <li>● Reading Eggs (elementary)</li> <li>● Adapted technology tools used with district adopted resources</li> </ul> <p>Cleveland ISD Curriculum documents include embedded language supports, including vocabulary, anchor charts, visuals, sentence stems, and question stems.</p>
<p><b>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</b></p>	<p>Master schedule will ensure collaboration between special program personnel and content teachers to ensure needed support of instructional materials. Specially-created supplementary materials will be provided to support instructional needs in the asynchronous learning environment. Special program support personnel will monitor student engagement in LMS and intervene based on progress monitoring</p> <p>Newcomer special language courses will be supported by National Geographic resources (all resources available digitally). Resources are specially designed for newcomer students and English learners struggling to reach sufficient English proficiency to meet the state’s rigorous reclassification criteria. Teachers have received training</p>

in each specific resource as well as the LMS. The following courses will be available to middle school newcomer students:

Middle School Newcomer Year 1 - Inside the USA, Fundamentals Volumes 1

Middle School Newcomer Year 2 - Fundamentals Volumes 2

High School Newcomer Year 1 - Get Started, Life Volumes 1 & 2

High School Newcomer Year 2 - Life Volumes 3 - 6

Practical Writing for Newcomers - Great Writing Volumes 1 - 6

All remote English learners will continue to participate in the ESL or Dual Language program. The LPAC liaison and counselors at each campus will collaborate to ensure the placement of remote ELs are followed accordingly. Students will also have the opportunity to check out a bilingual dictionary to continue getting linguistic support at home. In addition, students will have access to Reading Eggs, Rosetta Stone, and ESL Reading Smart to help them increase their phonemic awareness, literacy and reading comprehension skills in English. Newcomers in grades 2-12 will also receive a English/Spanish picture dictionary based on identified need.

Students and their families will be provided with multiple virtual training opportunities to address topics such as: ESL adult training, literacy, how to assist children with online learning, Canvas Framework, and Google Meets, and how to videos for all of the other supplemental online resources utilized by the district.

Students who require more intensive support beyond that offered to all students with disabilities will receive additional supports outlined in their individual educational plans for face to face support time in a centralized location with safety protocols in place. These times will be focused on a collaborative approach to interventions by all service providers to maximize opportunities for parent training/support. Parent training will also be provided for any parent who struggles with activities or supports. Office hours will be established daily for parents to make contact with their child's case manager who will serve as the point person to ensure appropriate collaboration with all support providers for the student.

Students who have significant needs served through homebound instruction will have the option to move to an online platform, consistent with available options to other students/families. Some students will benefit from moving to online instruction through the various LMS with accommodations and support resulting in meetings for a move from traditional homebound instruction to remote learning. Students who continue to need homebound instruction may be served in the traditional face to face format per procedures outlined in the Student Attendance Accounting Handbook. Parents who choose remote instruction and are not comfortable choosing a face to face format will engage in instruction via online/remote instruction commensurate with opportunities offered to peers. The homebound instructor(s) will engage with the family via video/audio conferencing via the prescribed time in

	<p>their individual plan. Embedded supports in the curriculum will be designed and implemented in the curriculum as prescribed in the IEP through a collaborative effort with the special education and general education team members.</p> <p>Students in Advanced Placement courses will receive instruction that follows the College Board’s Course and Exam Description. The teacher will align instruction to the CED and in addition to the district LMS will use the online AP Classroom to assess students progress. Dual Credit teachers will follow the course syllabus and guidelines given by Lone Star College and will instruct students using the Lone Star College LMS.</p>
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**Key Requirement Student Progress:** Describe (or attach a description of) how you’re tracking student engagement and progress in your asynchronous environment.

Component	Explanation
<b>What is the expectation for daily student engagement?</b>	<p>Students are expected to engage in daily morning meetings (elementary)/daily check-in activity (secondary) and lesson activities via the LMS. Each weekly module contains lessons for each day Monday - Friday. Each daily lesson includes a warm-up, direct teach, collaborative work, independent work, and formative assessment. Students will make progress on their assignments and projects daily in the LMS. Daily progress will also include student-teacher interaction and completion of assignments submitted.</p>
<b>What is the system for tracking daily student engagement?</b>	<p>Engagement will be defined as:</p> <ul style="list-style-type: none"> <li>● Daily attendance is initially checked at a predetermined time when students engage with the morning meeting/daily check-in activity (8:30 AM high school; 9:00 AM middle school; 9:30 AM elementary and AM prek; 1:00 PM prek).</li> <li>● Teachers monitor and check for student "engagement" each day.</li> <li>● Students are engaged when the teacher observes that the student is working on virtual curriculum, interacts with the teacher or submits an assignment for grading. Students engagement in the LMS is verifiable with a timestamp.</li> <li>● Activity within the LMS defined as Page Views, Participation, and Submission</li> <li>● Remote teachers will officially submit attendance for remote students at 3 PM each day based on criteria outlined above.</li> </ul>

	<ul style="list-style-type: none"> <li>● Remote attendance is verified for the previous by campus attendance clerks each morning by 8 AM based on any student engagement with the LMS from 3 PM to 11:59 PM.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>● Student-teacher interaction defined as any two-way communication that propels students forward in their progress</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>● Assignment submission</li> </ul> <p>Student engagement will be measured by</p> <ul style="list-style-type: none"> <li>● Canvas LMS data collected on student interaction with Page Views, Participation, and Submissions <ul style="list-style-type: none"> <li>○ Each campus will designate personnel to monitor engagement and coordinate contact</li> <li>○ Student contact will be made and documented when there is no daily activity within the LMS</li> </ul> </li> <li>● Assignments are assigned and submitted through the Canvas LMS</li> <li>● Parents and/or students are responsible for reaching out to the Technology Helpline if they are unable to get into Canvas LMS for any reason</li> <li>● Parents can also send emails to various email links to get specific support for their questions: <a href="mailto:info@clevelandisd.org">info@clevelandisd.org</a>, <a href="mailto:canvas@clevelandisd.org">canvas@clevelandisd.org</a>,</li> </ul>
<p><b>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</b></p>	<p>Asynchronous instruction will parallel the in-person instruction. All lesson plans will be entered into the LMS and will be used to provide instruction to both in-class and remote learning students. Students engage with LMS on a daily basis. Student assignments, discussions, and assessments will be embedded in the LMS. Attendance will be tracked daily in the district’s LMS, using the same process and protocol as is used during on-campus instruction.</p>
<p><b>What is the system for tracking student academic progress?</b></p>	<p>The LMS will have embedded recordings, discussion boards, and formative assessment tools in lessons. Student academic progress will be tracked via the LMS as students interact with the LMS content. Assignments are graded via the LMS. For most assignments, the LMS automatically grades assignments. In some assignments, such as discussions and essays, teachers will access submitted assignments via the LMS and provide feedback and grading within the system</p>

	<p>daily. The Canvas Parent app will be available to parents. It enhances the potential for parents to engage in their children's education. Parents can review upcoming or past assignments, check on grades, and receive alerts for student activity. The assignment grades will be added to the grade book and parents will receive 3 and 6 week progress reports along with the 9 weeks grading report card.</p> <p>Assessments will be administered via LMS; data analysis via Eduphoria Aware and response will be discussed and planned in PLCs. All of the following are ways student academic progress will be monitored and tracked.</p> <ul style="list-style-type: none"><li>● All assessments are TEKS-based.<ul style="list-style-type: none"><li>○ Daily classroom formative assessments and checkpoints are developed by teachers and teacher teams.</li><li>○ Common formative assessments embedded in every unit (team-developed)</li><li>○ Curriculum-based assessments (district-developed)</li></ul></li><li>● Universal screener provided by the state (district-generated when unavailable)<ul style="list-style-type: none"><li>○ BOY, MOY, and EOY</li></ul></li><li>● Interim assessments provided by the state for tested areas (district-generated when unavailable)</li><li>● Mid-year benchmark for tested areas</li><li>● Ongoing running records (elementary)</li></ul> <p>CISD issues Chromebooks and mobile access locations to students who have no access to a device or WiFi.</p>
<p><b>What is the system for providing regular (at least weekly) feedback to all students on progress?</b></p>	<p>Teachers will provide feedback to students on a daily basis. Examples include any of the following:</p> <ul style="list-style-type: none"><li>● Scoring of assignments submitted through the LMS</li><li>● Formative assessments embedded in the lessons and videos</li><li>● Written feedback and comments on student work</li><li>● Additional audio/visual recordings as needed for clarity</li><li>● Online tutorials</li><li>● Individual and/or small group synchronous learning</li><li>● Other forms of two-way interaction</li><li>● Summative assessments at the end of a unit</li></ul> <p>For students who are struggling to make progress, feedback will be provided for every assignment that does not meet academic standards and follow-up reteach will be provided.</p>

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

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

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

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<ul style="list-style-type: none"> <li>● All training will be added to the district website, Eduphoria, Twitter, course guides, and sent out through email notifications.               <ul style="list-style-type: none"> <li>○ Link to district trainings and offerings:                   <ul style="list-style-type: none"> <li>▪ <a href="#">District Training Calendar</a></li> </ul> </li> <li>○ Link to Canvas trainings:                   <ul style="list-style-type: none"> <li>▪ <a href="#">Canvas Training Calendar</a></li> </ul> </li> </ul> </li> <li>● <a href="https://sites.google.com/view/cisdremotetech/home">https://sites.google.com/view/cisdremotetech/home</a></li> <li>● Campuses will have an LMS contact staff member who will participate in the initial Canvas cohort for additional training and support. Their role is to ensure that campus educators and staff have a knowledgeable point of contact.</li> <li>● Embedding content in a digital format and ensuring high levels of learning will be part of the collaborative teaming aspect of the PLC process.</li> <li>● Responsive Trainings will be offered throughout the school year based on identified campus needs</li> <li>● Instructional Technology Department will communicate frequently with and provide monthly meetings for those in the Canvas cohort that are working with campus teachers</li> </ul>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<ul style="list-style-type: none"> <li>● Professional development will be directly connected with some aspect of asynchronous instruction               <ul style="list-style-type: none"> <li>○ Canvas training supports the delivery platform</li> <li>○ App trainings will support content delivery</li> <li>○ Google training supports integration of G Suite in Education</li> </ul> </li> </ul> <p><i>Training will be differentiated based on campus/teacher need</i></p>

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

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<ul style="list-style-type: none"> <li>● All communication, no matter the mode, will be provided in both English and Spanish</li> <li>● Explanatory Video(s) will be created for FB Live and archived for future viewings</li> <li>● <a href="#">Page on CISD website with technology support for families</a></li> <li>● Teachers office hours held twice per day for students and parents to ask questions</li> <li>● <a href="#">Remote Learning Expectations</a></li> <li>● Families will be offered training and support in using the LMS and any online component during remote learning by the classroom teachers as scheduled on a bi-weekly basis</li> </ul>
<p>What are the expectations for family engagement/support of students?</p>	<ul style="list-style-type: none"> <li>● Parents will select online or face to face for their student when completing the registration process</li> </ul> <p>Parents will be provided resources to support their students learning remotely</p> <ul style="list-style-type: none"> <li>● <a href="#">Remote Support Website</a></li> <li>● Remote Help Desk</li> <li>● Canvas Support via Email: <a href="mailto:canvas@clevelandisd.org">canvas@clevelandisd.org</a></li> <li>● Office Hours provided by the teacher for parent support and questions</li> </ul>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>All resources and support for parents will be provided in both English and Spanish</p> <ul style="list-style-type: none"> <li>● Video banks created to support families</li> <li>● Additional vetted resources provided to families through CISD website and social media outlets</li> <li>● Superintendent’s weekly Facebook Live (delivered in English and Spanish)</li> <li>● Town Hall meetings by campus</li> <li>● District-wide Spanish language Town Hall</li> <li>● Additional training sessions will be held by the campuses according to their families/students’ needs.</li> <li>● A <a href="#">remote assistance website</a> developed for parents to find answers to common questions.</li> <li>● Help Desk Remote Help Desk: Call 832-966-0310 or email <a href="mailto:remote.assistance@clevelandisd.org">remote.assistance@clevelandisd.org</a> <ul style="list-style-type: none"> <li>○ Canvas LMS Support: <a href="mailto:canvas@clevelandisd.org">canvas@clevelandisd.org</a></li> </ul> </li> </ul>