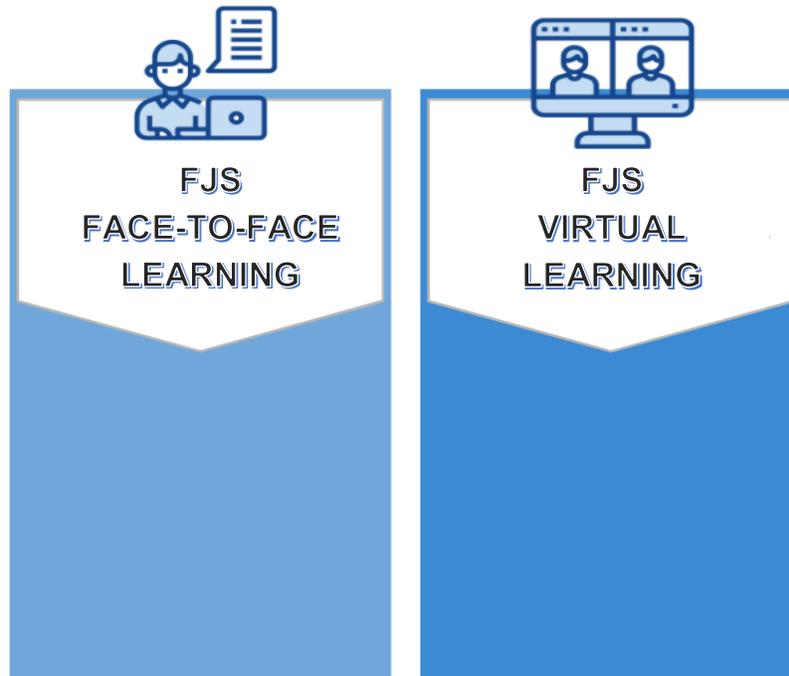




## Fall 2020: Instructional Information for Families

This fall, F. J. Scott Elementary will be implementing instructional practices to provide consistency across learning environments and ensure the safety of students and staff.



FJS remains committed to providing a high-quality education to All students whether it be in a safe on-campus environment or remotely.

- ❖ Parents will have the opportunity to wait to select a learning platform 2 weeks prior to the day school is scheduled to begin so they can make a decision based on the latest public health information.
- ▶ Students will interact with instruction in two different environments (face-to-face and virtual/remote) making it necessary for teacher teams to plan instruction that is content-consistent, yet environment-specific to ensure equitable learning opportunities for all students.
- ▶ Students, regardless of learning environment, will engage in high quality learning experiences aligned to our state-mandated curriculum and Texas Essential Knowledge and Skills.
- ▶ Learning experiences will be designed to meet the needs and environment of the learner.

- ▶ F. J. Scott Elementary will utilize the strategies and best practices associated with blended learning to design learning activities for All students.
  - ▶ Students who will be starting the year in face-to-face learning may move into remote learning for a period of time if needed for school closure due to student/staff illness or county or state regulations.
  - ▶ Both remote and face-to-face learning experience will utilize Google Classroom, provide similar expectations around coursework and follow the same grading guidelines.
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## FACE-TO-FACE LEARNING

Students and teachers will attend class in-person, five days a week, with additional safety measures in alignment with local, state and federal guidelines and recommendations.

- ▶ In this setting, teachers will provide face-to-face instruction, learning resources and support utilizing Google Classroom.
  - ▶ Teachers will plan instruction that is quickly and easily transferable from face-to-face to remote in the event of a temporary school closure due to COVID-19 spread.
  - ▶ District-directed and campus-designed safety procedures will be implemented.
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## FJS Instructional Virtual Learning Plan

F. J. Scott Elementary Virtual Learning Plan encompasses remote learning opportunity that will allow students to engage in high quality learning experiences, utilize instructional resources and meaningfully connect with their teachers and other students. All activities will be designed to meet the needs of the student in the online environment through differentiated experiences that are consistent with those of their grade-level peers attending face-to-face.

- ▶ Teachers will teach students from their classrooms or other setting if necessary.
- ▶ In this setting, teachers will provide instruction, learning resources and support through the use of Google Classroom.
- ▶ Parents will support students as “learning coaches.” They will ensure students have access to an electronic device, a place to work and participate and be actively engaged in their daily virtual learning activities.
- ▶ Lines of communication between teachers, students, and parents will remain strong to ensure each of our students is being academically and socially emotionally successful.
- ▶ Teachers will utilize the same curriculum framework as will be used face-to-face instruction and additionally will design strategies for that promote learning in the remote setting.
- ▶ Grading will be consistent with the guidelines and practices used in all face-to-face instruction.

**Remote Synchronous Learning** is defined as two-way, real-time, live, instruction between teachers and students, through the computer or other electronic device. Students enrolled in F. J. Scott Elementary Virtual Learning will be assigned a virtual class schedule and must be available for live, synchronous instruction during each school day. In this setting...

F. J. Scott Elementary student expectations for *synchronous* learning:

- ▶ Students attend class on time, per their class schedule.
- ▶ Students will follow F. J. Scott Elementary dress code.
- ▶ Students will be ready to be actively engage and learning.
- ▶ Students should have a designated, distraction-free workspace to engage in learning.
- ▶ Students will show their face on the screen to engage with the teacher virtually.
- ▶ Students will participate in all class activities, discussions and assignments.

**Remote Asynchronous Learning** is a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic device. In this setting, teachers will provide instruction, learning (same in synchronous) resources and support through the use of Google Classroom.

F. J. Scott Elementary student expectations for *asynchronous* learning:

- ▶ Students will complete asynchronous activities assigned each day. Students will participate in a minimum of 180 minutes of intermittent daily instruction with teacher.
- ▶ Students show proof of participation in daily virtual instruction by satisfactorily

completing assignments to demonstrate evidence of student progress/mastery, e.g., video, picture or activities submitted as lessons and/or completing assignments.

- ▶ Students and parents will communicate with the teacher when needing additional assistance, tutoring, etc.

### **EL Learners in Virtual Learning**

The needs of our English learners will be met with Bilingual certified teachers with additional support as determined by LPAC committee. The instructional needs of each student are different, and support will be determined based on English language proficiency levels of each student. There will be a focus on language acquisition as well as content progress in order to support the progress for each English Learner.

### **Gifted and Talented Services in Virtual Learning**

Students who have been identified to receive gifted and talented services will continue to receive those services in both learning environments. Students will engage with the GT curriculum via a combination of synchronous and asynchronous components.

### **Social and Emotional in Virtual Learning**

F. J. Scott Elementary is dedicated to supporting students socially, emotionally, equitably and academically in both learning environments through evidence based SEL resources and strategies. In conjunction with our school counselor, teachers will plan instruction, assessments and activities, making wellness a priority. Workload, increased anxiety due to the ramifications of COVID-19, and the continued importance of positive classroom relationships will be considered. Social emotional learning is critical to meeting the varying needs of our students during these uncertain times.

### **Special Education Support during Virtual Learning**

ARD Committees will determine the unique needs of students who receive special education services and will make service recommendations for students attending the remote program. The nature of special education interventions will likely require a heavier concentration of synchronous supports and services, including but not limited to related services, health plans, accommodations and modifications to ensure that individual student needs are met. Progress

will be carefully monitored and ARD Committees will convene as needed to make appropriate recommendations to meet individual student needs.

In an effort to protect the health and safety of all students and staff within the educational environment, all ARD meeting will proceed via teleconference or other alternative means unless otherwise requested and agreed upon by both the parents and the District.

### **Dyslexia/504 Support during Virtual Learning**

Students that have been identified as dyslexic, will continue to receive intervention in both learning environments. Dyslexia intervention will be delivered synchronously four times a week for 30 minutes each session and asynchronously one 30-minute session each week during remote learning. Our Dyslexia proctor will collaborate with grade level teams for scheduling, and they will set up Google Classrooms where students can access links, videos, and assignments needed for both synchronous and asynchronous learning sessions.

### **Counseling and Social Workers in Virtual Learning**

- Counselor will contact parents as needed to verify school setting choice. If a change in setting is desired, counselors may be contacted by email or their office phone. Counselors will also connect with every student as soon as possible through phone or on campus to ensure that the needs of students and their families are being met and to provide resources.
- Counselor will return to campus on Aug. 10. Parents that have questions or concerns may contact the school counselor.
- Students learning in person may request to see the counselor through their classroom teachers or through email.

### **Schedule for Virtual Learning**

While in a remote learning environment, time management is critical to student success. Students are expected to submit completed lessons or assigned activities daily. Students and teachers must remain in communication regarding daily schedules and assignments.

### **Attendance for Virtual Learning**

Students who login to the F. J. Scott Elementary Google Classroom each day and engage in teacher-assigned learning apps (including but not limited to Google Classroom) will be considered “present” and **will not** be marked absent. Students who have not logged in by 3:00 p.m. each school day **will** be marked absent. This absence can be resolved if the student engages in daily learning assigned by their teachers via Google Classroom by 11:59 p.m. that same day. Saturday and Sunday work will not be used as a method for progress monitoring for attendance purposes.

Parents and students will receive absence notifications via School Messenger after 6:00pm each day and will be reminded of the opportunity to resolve that day's absence if the student engages in learning before 11:59 pm of the same day.

Any absences recorded but resolved by the student before 11:59 p.m. on the same day, will be reconciled based on login records.

PLEASE NOTE: If a student is engaged in asynchronous learning and completes the entire weeks' worth of learning activities on Monday and does not log in for the remainder of the week, he/she will be marked "present" on Monday **only** and counted "absent" for Tuesday-Friday.

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It is important that students understand that Virtual Learning attendance is based on daily engagement, not solely the completion of assignments. State law [TEC §25.092](#) and Roma ISD Policy FEC ([Local](#)) and ([Legal](#)) still require students to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus (face-to-face) attendance in satisfying this requirement.

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*\*Students should access all learning apps and Google Classroom, via their student email, so that we have accurate accounting of their logins and duration of engagement on a particular learning app.*

### **Virtual Learning will be design for Grades PK-5**

Teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area, chunked into some synchronous (live) times and some asynchronous times.

- ▶ Daily synchronous time may include activities such as:
  - ▶ Direct and guided instruction by teacher
  - ▶ Morning Calendar Activities/DOL
  - ▶ Small group reading instruction
  - ▶ Read alouds
- ▶ Daily asynchronous assignments are to be completed independently. These may include activities such as:
  - ▶ Choice boards
  - ▶ Student self-selected reading and writing
  - ▶ Writing assignments

▶ Independent practice

Teachers will design small group time to differentiate instruction within the instructional block. This will require teachers to set up small group instruction schedules for students. It will be vital for teachers and parents to openly communicate the schedules for the students.

Regular communication and the partnership between teachers and parents will be crucial to discuss and monitor their participation and progress in learning and ensuring completion of asynchronous activities. This will be a “Non-Negotiable” component in ensuring the success of our students.

**Intervention and Enrichment for Remote Learning**

Intervention, enrichment, and tutorial time will be scheduled to best meet academic needs of all our students. During this time, students may engage in assigned group activities, project-based learning activities, small group or individual instruction. Teachers will discuss plans with parents and students.

**FJS Virtual Learning Grading**

Grading for remote instruction will follow the same grading policy and procedures of the face to face model.