

Attestations

Instructional Schedule

- ✓ **Teacher interaction** with students is predictable, sufficient to support schedule.
- ✓ **Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- ✓ **Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- ✓ Students are provided **clear means to engage with academic material on a daily basis**.
- ✓ **Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- ✓ Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half day PreK – 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

- ✓ District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment**. This includes:
 - ✓ Assessments that ensure continued information on student progress remotely
 - ✓ Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
 - ✓ Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- ✓ Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- ✓ There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Student Progress

- ✓ Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus**.
- ✓ **Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - ✓ Data from the Learning Management System (LMS) showing progress made that day

- ✓ Curricular progress evidenced from teacher/student interactions made that day
- ✓ Completion and submission of assignments planned for that day
- ✓ Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
 - ✓ Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- ✓ Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- ✓ **School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

- ✓ Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
 - ✓ Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
 - ✓ Cover all grade levels and content areas that are participating in asynchronous learning
 - ✓ Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
 - ✓ Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- ✓ Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

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

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	<p>Farmersville ISD students are expected to engage in activities and content via Seesaw (PK-1) and Google Classroom (2-12) asynchronously for at a minimum of 180 minutes daily (PK-5) and 240 minutes daily (6-12). Students and families were provided with schedules that estimated the amount of time required for various activities and/or subject areas, and students are to move through the content at self-determined pace and order.</p> <p>For PK-5 students, our recommended schedule could include the following minute requirements:</p> <ul style="list-style-type: none"> - ELAR / Reading (20 Minutes) - Writing / Social Studies (20 Minutes) - Phonics (30 Minutes) - Math (20 Minutes) - STEM (30 Minutes) - Social Studies (20 Minutes) - Music (30 Minutes) - PE (25 Minutes) - Independent Reading (30 Minutes) - Physical Play / Outside Activity (35 Minutes) <p>For 6-12 Students, our recommended schedule could include the following minute requirements:</p> <ul style="list-style-type: none"> - ELAR/Reading (60 Minutes) - Math (60 Minutes) - Science (60 Minutes) - Social Studies (60 Minutes) - Extra-curricular / Elective Coursework (90 Minutes) <p>Example Virtual Schedules</p>

<p>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?</p>	<p>Our district purchased enough Chromebooks and hotspots to ensure all students have the access they need in order to engage with online content daily. The time allocated for each content/subject area was determined by estimating the equivalent time that each lesson, activity, project, or discussion would take in a face-to-face setting. Activities will be created and assigned with an awareness to the time required to engage and complete an equivalent amount of work as required of face-to-face students.</p> <p>The recommended time requirements represent the <i>minimum</i> number of minutes in an asynchronous instructional setting. All activities and instruction will take place asynchronously; however, teachers will also utilize synchronous instructional methods in order to provide interventions, small group instruction, and other general support to students and families.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>All students are expected to adhere to the following engagement expectations:</p> <ol style="list-style-type: none"> 1) Students will actively participate in learning activities on a daily basis. 2) Students will engage in learning in one of three ways every day (i.e. progress in learning platform, teacher/student interaction, turn-in assignments) 3) Students will submit all assignments by the due dates specified by their teacher. 4) Students will contact their teacher if they have questions about assignments or expectations.
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>IEPS and Other Student Accommodations</p> <ul style="list-style-type: none"> - Teachers are responsible for accommodating/modifying assignments and activities for all students, remote or face-to-face. - General education teachers, special education teachers, and special education support staff will communicate with students via phone, email, Google Meet/Zoom sessions. - Students will have access to accommodations/modifications per their IEP through virtual accommodations and/or teacher modifications via Google Classroom and/or Seesaw. - All other support services, including dyslexia, ESL, general RTI support, and GT, will be provided as a combination of synchronous and asynchronous learning. - GT students will be provided online enrichment activities via Google Classroom and/or Seesaw, and the district's GT specialist will provide support and training for general classroom teachers in enriching and extending students' learning in face-to-face and remote settings.

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?
Math Instructional Materials	PK-12	TEKS Resources System HMH BrainPop MathSeeds Discovery Education	District Common Assessments & Benchmarks Progress Monitoring and Built-in Assessment Tools via Online Learning Software Google Classroom (2-12) Seesaw (PK-1) Built-in Assessment Tools	Yes	All students with disabilities will be provided access to district supplemental aids. IEP services including accommodations/modification will be followed and implemented based on the student's needs. Admission, Review, and Dismissal (ARD) committee meetings will be held on the timelines and in multiple formats (virtual or face-to-face) based on individual student and family needs.	Many curriculum materials are available in both English and Spanish, and include embedded supports and accommodations for English Learners. Linguistic accommodations for instruction and assessments will be determined by LPAC committees.
ELA Instructional Materials	PK-12	TEKS Resource System Pearson HMH BrainPop Accelerated Reader Reading Eggs	District Common Assessments & Benchmarks Progress Monitoring and Built-in Assessment Tools via Online Learning Software Google Classroom (2-12) Seesaw (PK-1) Built-in Assessment Tools	Yes	All students with disabilities will be provided access to district supplemental aids. IEP services including accommodations/modification will be followed and implemented based on the student's needs. Admission, Review, and Dismissal (ARD) committee meetings will be held on the timelines and in multiple formats (virtual or face-to-face) based on individual student and family needs.	Many curriculum materials are available in both English and Spanish, and include embedded supports and accommodations for English Learners. Linguistic accommodations for instruction and assessments will be determined by LPAC committees.

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Science Instructional Materials	PK-12	TEKS Resource System StemScopes BrainPop	District Common Assessments & Benchmarks Progress Monitoring and Built-in Assessment Tools via Online Learning Software Google Classroom (2-12) Seesaw (PK-1) Built-in Assessment Tools	Yes	All students with disabilities will be provided access to district supplemental aids. IEP services including accommodations/modification will be followed and implemented based on the student's needs. Admission, Review, and Dismissal (ARD) committee meetings will be held on the timelines and in multiple formats (virtual or face-to-face) based on individual student and family needs.	Many curriculum materials are available in both English and Spanish, and include embedded supports and accommodations for English Learners. Linguistic accommodations for instruction and assessments will be determined by LPAC committees.
Social Studies Instructional Materials	PK-12	TEKS Resource System BrainPop Studies Weekly	District Common Assessments & Benchmarks Progress Monitoring and Built-in Assessment Tools via Online Learning Software Google Classroom (2-12) Seesaw (PK-1) Built-in Assessment Tools	Yes	All students with disabilities will be provided access to district supplemental aids. IEP services including accommodations/modification will be followed and implemented based on the student's needs. Admission, Review, and Dismissal (ARD) committee meetings will be held on the timelines and in multiple formats (virtual or face-to-face) based on individual student and family needs.	Many curriculum materials are available in both English and Spanish, and include embedded supports and accommodations for English Learners. Linguistic accommodations for instruction and assessments will be determined by LPAC committees.

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

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	<p>The majority of our district’s adopted curriculum materials include a digital, asynchronous-compatible component. Our Executive Director of Technology has spent an extensive amount of time rostering all of our digital curriculum resources in order to increase the ease of access to all available resources for teachers, students, and families. All students, regardless if they’re face-to-face or remote, will utilize the same scope and sequence (TEKS Resource System). The district will continue to provide teachers with on-going professional development focused on the integration of teacher-created activities/materials, digital curriculum resources, and our selected learning platforms (Google Classroom and/or Seesaw).</p>
What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?	<p>All students with disabilities will be provided access to district supplemental aids. IEP services including accommodations/modification will be followed and implemented based on the student’s needs. Admission, Review, and Dismissal (ARD) committee meetings will be held on the timelines and in multiple formats (virtual or face-to-face) based on individual student and family needs.</p> <p>Many curriculum materials are available in both English and Spanish, and include embedded supports and accommodations for English Learners. Linguistic accommodations for instruction and assessments will be determined by LPAC committees.</p>

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

Component	Explanation
What is the expectation for daily student engagement?	Students are expected to engage in daily activities (e.g. videos, online learning software, projects, quizzes, reading, etc.). Activities are provided to students via Google Classroom (2-12) and Seesaw (PK-1), and teachers check for engagement daily. Students and teachers are expected to remain in a continual dialogue regarding questions and expectations for assignments.
What is the system for tracking daily student engagement?	<p>Student engagement and progress will be monitored daily by via one of the three following methods:</p> <ol style="list-style-type: none"> 1) Making progress in an online learning platform (i.e. Google Classroom, Seesaw, or online software); 2) Engaged via teacher/student interaction (i.e. via phone, email, Google Meet/Zoom; Remind); 3) Other assignment submission via email or another format. <p>Teachers will be responsible for taking and monitoring daily attendance via the above listed methods of engagement. At the elementary level, teachers indicate engagement by making the correct indication in the district's student information system (TxEIS). At the secondary level, teachers also utilize TxEIS; however, secondary teachers also utilize a district-created Google Sheet to monitor student engagement across all seven class periods. This method allows campus administration to monitor for students who have failed to engage so that they can reach out to the students and their families in order to provide assistance and to encourage active daily engagement in asynchronous learning activities.</p>
How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?	The methods of engagement and the activities used for both face-to-face students and remote learning students are very similar, or in many ways, exactly the same. Students utilizing either learning model will have access to the same curriculum, working in the same learning management system (Google Classroom or Seesaw), and learn from the same teachers. For remote students, all assignments and activities will align both in content and amount of time required for completion as the assignments and activities used with face-to-face students.
What is the system for tracking student academic progress?	Teachers will monitor student progress by utilizing check-ins with students, completed projects/assignments, quizzes, and other common formative assessments. Teachers will also assess progress by monitoring usage reports from online learning software, reviewing submissions in Google Classroom or Seesaw, and analyzing data from teacher- and district-created assessments in order to determine mastery of content.

What is the system for providing regular (at least weekly) feedback to all students on progress?	<p>Students will receive feedback from teachers via multiple avenues:</p> <ul style="list-style-type: none"> - Grades/comments/feedback on assignments and discussions posted in Google Classroom or Seesaw; - Feedback on projects turned in via Google Classroom, Seesaw, email, or another format; - All students—face-to-face and remote—will receive progress reports and report cards every 3 and 6 weeks respectively.
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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
How will both initial and ongoing, job-embedded educator development opportunities occur?	<p>In preparation for the 2020-2021 school year, we chose to delay the district's initial start date to September 8th to provide additional time for teacher training and time for the district to develop and implement additional safety protocols in response to COVID-19. Teachers received 10 days of professional development, focusing on general beginning-of-year logistics, content knowledge support, RTI training, model virtual learning days, Google Classroom / Seesaw support, and planning time for developing and implementing remote learning lessons.</p> <p>Back-to-school professional development overview</p>

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2020-2021 Professional Development Calendar Overview					
Monday, August 24	Campus		AM	PM	Notes
		High School	Vision / Nuts & Bolts	Google Tutorial	Lunch w/French @ FHS: Elementary - 11:00 Secondary - 12:30
		Junior High	Theme / State of School / Nuts & Bolts	Compliance / Tour	
		Intermediate	State of School / Nuts & Bolts	Counseling / T-TESS / Compliance	
Tatum	Vision / Nuts & Bolts	SPED Update / Safety (Alford)			
Tuesday, August 25	Campus	High School	Nuts & Bolts / Safety (Alford)	Counseling / Compliance	Frontline Training: Intermediate Library
		Junior High	Engagement / Google / Counseling	T-TESS / RTI	
		Intermediate	Innovative Lessons	Safety (Alford) / Compliance	
		Tatum	Saxon Phonics	Compliance	
Wednesday, August 26	District	SPED	Frontline Training - SPED (8:30 - 3:30)		Frontline Training: Intermediate Library
		District		TEKS Resource System (3:15 via Zoom)	
		SPED	Frontline Training	Frontline Training	
Thursday, August 27	District	District	FISD Remote Learning Model Day		CPI Training: Intermediate Library
		SPED	CPI Training (9:00 - 3:00)		
Friday, August 28	Teacher Work Day				
Saturday, August 29	Farmers Work Day & Ribbon Cutting			Work Day = 8:00 - 12:00 Ribbon Cutting = 6:00 (at Tatum)	
Monday, August 31	Campus	High School	Compliance / Gradebook / Attendance	CPR / AED / T-TESS	
		Junior High	SPED & Programs / Safety (Alford)	Pic / Team Building / Promethean / Compliance	
		Intermediate	RTI (Overview / Academics / Rosters)	RTI (SPED / Behavior)	
		Tatum	RTI / Promethean Boards	CPR / AED / T-TESS	
Tuesday, September 1	District	SPED	RTI (Overview / Academics / Rosters)	RTI (SPED / Behavior)	Lifeskills / JH / HS Schedule Pick-up and "Meet the Teacher"
		District	Remote Learning Setup - Day 1		
Wednesday, September 2	District	District	Remote Learning Setup - Day 2		SHARS Training: SPED Office (Intermediate)
		SPED	ONWARD SHARS Training (9:00 - 12:00; 1:00 - 2:00 ONLY SHARS Providers)		
Thursday, September 3	District	District	Remote Learning Follow-up		Lifeskills / JH / HS Schedule Pick-up and "Meet the Teacher"
Friday, September 4	Teacher Work Day				
Tuesday, September 8	First Day of School				

The Farmersville ISD School Board approved a new 4-day instructional calendar for the 2020-2021 school year. This decision created an opportunity where teachers now have most Mondays without students in order to prepare lessons for both remote and face-to-face instruction as well as providing an opportunity for on-going, targeted professional development throughout the year.

[4-Day Instructional Calendar](#)

<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>District professional development will be provided virtually and face-to-face throughout the school year. Professional development will focus on content development, pedagogical improvement, RTI support, and creating engaging online content. Our district will continue to focus on data-based decision making in all aspects of instruction, regardless if its face-to-face or remote.</p> <p>Teachers will receive on-going professional development in utilizing our selected remote learning platforms (i.e. Google Classroom and Seesaw) and online digital learning programs in order to monitor student progress. Professional development will increasingly focus on the use of data from teacher-created assessments and district common assessments so that teachers can become more effective in determining reteach opportunities in both face-to-face and remote learning settings. Campus and district leadership teams will continue to work together to analyze attendance, engagement, and assessment data in order to identify growth areas for professional development sessions throughout the year.</p>
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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>	<p>We shared asynchronous learning expectations via the district website, district email, and the district Facebook page. All students/families who selected asynchronous learning were contacted by the students' teachers in order to communicate teacher-specific asynchronous calendars, expectations, and LMS-login information.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>Our families are expected to support their students in the following ways:</p> <ul style="list-style-type: none"> - Support teachers by ensuring students are engaging in learning activities daily. - Ensure students have a stable internet connection and daily access to a device to use for remote learning. If parents are unable to provide internet and/or access to a device, parents will make their needs known to their campus principals. - Parents will communicate with their child's teacher/campus when they have questions or concerns. - Parents will engage with the various district communication avenues that have been made available to them (e.g. Facebook, Parent Portal, district website, email). <p>Note: Our district purchased enough Chromebooks to be able to go 1-to-1 districtwide and enough hotspots to serve 600 families (approximately 1/3 of the district).</p> <p>Full family and student expectations document</p>

What additional supports, training, and/or resources will be provided for families who may need additional support?

All district-wide and campus communications regarding our COVID safety response and our asynchronous learning plans have been communicated via email, our website, and our district Facebook page in both English and Spanish. Email accounts were set up and directed to our campus librarians in order to provide additional technical assistance. The district restructured existing positions to create a full-time instructional technologist position that is now able to provide additional training and support to teachers on remote learning. We have also committed to hiring an additional technology support specialist in order to further support both our 1-to-1 initiative and the general upkeep of existing district technology.