

Instructional Delivery

This fall, Alvarado ISD will implement instructional practices to provide consistency across learning environments and ensure the safety of scholars and educators.

Regardless of learning environment, Alvarado ISD is committed to ensuring scholars have an equitable experience and access to high quality instruction:

- Scholars will interact with instruction in two different environments (face-to-face and virtual learning) making it necessary for educator teams to plan instruction that is content-consistent, yet environment-specific to ensure equitable learning opportunities for all scholars.
- Alvarado ISD will utilize strategies and best practices to design learning experiences for all scholars.
- Learning experiences are designed to meet the needs and environment of the learner where they are.
- Scholars, regardless of learning environment, will engage in high quality learning experiences aligned to Alvarado ISD curriculum and Texas Essential Knowledge and Skills.
- Scholars who begin the year with face-to-face learning at school may move into virtual learning for a period of time if needed for school closure, due to scholar/educator illness or county/state regulations.
- Both virtual learning and face-to-face learning will utilize Seesaw (grades: PK - 3) or Google Classroom (grades: 4 -12), provide similar expectations around coursework and follow the same grading guidelines.

Face-to-Face Learning

Scholars and educators will attend class in-person, five-days-a-week (calendar permitting), with additional safety measures in alignment with state and federal guidelines and recommendations.

- In this setting, educators will provide face-to-face instruction, learning resources, and support utilizing Seesaw (PK-3) and Google Classroom (4-12) as their Learning Management System (LMS).

- Educators will plan instruction that is quickly and easily transferable from face-to-face to virtual in the event of a temporary school closure due to COVID-19.
- District-directed and campus-designed safety procedures will be implemented.
- Scholars in grades 6-12 will be assigned schedules based on their course selections made last spring.

Virtual Learning

Alvarado ISD Virtual Learning is a virtual learning opportunity that will allow scholars to engage in high quality learning experiences, utilize Alvarado instructional resources, and meaningfully connect with their educators and other scholars. All activities will be designed to meet the needs of the scholar in the online environment through differentiated experiences that are consistent with those of their grade-level peers attending face-to-face.

- Educators will provide instruction to scholars from their classrooms or other assigned AISD facilities.
- In this setting, educators will also provide instruction, learning resources, and support through the use of Seesaw (PK-3) and Google Classroom (4-12).
- Parents/Guardians will support scholars as a “learning coach” and ensure they have access to a device, a place to work and are engaged in virtual learning activities.
- Alvarado ISD will ensure open lines of communication between educators, scholars, and parents/guardians while working together to ensure each scholar is academically and socially-emotionally future ready.
- Educators will utilize the same curriculum for all scholars and include specific strategies for learning in the virtual environment.
- Grading will be consistent with the guidelines and practices used in face-to-face learning.

Virtual Asynchronous Learning

A curricular experience where scholars engage in the learning materials on their own time; interacting intermittently with the educator via the computer or other electronic devices. In this setting, educators will provide instruction,

learning resources, and support through the use of Seesaw (PK-3) and Google Classroom (4-12).

Instructional Support

This is a designated time that will provide scholars with academic support by the classroom educator. Scholars are encouraged to ask clarifying questions regarding the assigned daily lessons. This time will be scheduled by the campus and communicated to the scholars' parents by the classroom educator. The assigned classroom educator will provide scholars and parents a Zoom link to join in on the virtual instructional support. Tutorials will be available for all virtual scholars.

Scholar expectations for asynchronous learning:

- Scholars will complete asynchronous activities assigned each day.
- Scholars will show proof of participation in **daily** virtual instruction by satisfactorily completing assignments to demonstrate evidence of scholar learning, e.g., video, picture or activities submitted as lessons and/or completing assignments.
- Scholars and/or parents/guardians may communicate with the educator when needing additional assistance, tutoring, etc.
- ***Engagement activities must be completed/submitted by 11:59 p.m. each day or scholars will be marked absent for the day.***

Schedule for Virtual Learning

While in a virtual learning environment, time management is critical to success. Scholars and educators must remain in communication regarding daily schedules and assignments. As with any face-to-face course, there is a risk of receiving a lower grade if a scholar falls behind. If scholars are struggling with time management, then the parent or scholar should contact the educator during the assigned daily instructional support time for additional assistance.

Attendance for Virtual Learning

Scholars who log in to the Alvarado ISD Seesaw or Google Classroom each day and engage in educator-assigned learning apps are considered “present” and **will not** be marked absent. Scholars who have not logged in by 11:59 p.m. each school day **will** be marked absent.

If a scholar is engaged in asynchronous learning and completes the entire week’s worth of learning activities on Monday but 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.

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

- *Scholars should access all learning apps, including Seesaw and Google Classroom, via Classlink, so that we have accurate accounting of their logins and duration of engagement on a particular learning app.*

Virtual Learning Design for Grades PK-6

Educators will structure the asynchronous instructional day to ensure there are enough minutes devoted to each subject area.

- Asynchronous daily screen time instructional activities may include:
 - Read alouds
 - Phonics instruction
 - Number talks
 - Direct instruction by educator (mini-lesson)
- Asynchronous daily non-screen (independent) work/assignments are to be completed in addition to the required daily screen time. These may include activities such as:
 - Choice boards
 - Scholar self-selected reading
 - Writing assignments
 - Independent practice
 - Scavenger hunts
- 6th grade electives band and choir will require students to be present on campus during those periods (virtual scholars will need to be dropped off on time and picked up immediately following class).

Regular communication and the partnership between educators and parents will be crucial to the success of elementary scholars during virtual learning. Parents may be needed at home to assist their scholar with logging into Seesaw or Google Classroom, monitoring their participation and progress in the learning, and ensuring completion and submission of asynchronous

activities.

Classroom educators will document consistent communication with parents and maintain records in Seesaw and Google Classroom. Educators are responsible to contact any scholar who is not demonstrating proficiency on a weekly basis. Educators will make a courtesy phone call or email to parents to remind them of the instructional support opportunity from the classroom educator. This required communication will ensure our scholars have check points with the classroom educator during virtual learning.

Virtual Learning Design for PK-6th Grade

Maximum Daily Screen Time and Non-Screen Time for Virtual Learning			
K - 2	Screen Time (175 min.)	Non-Screen Time (40 min.)	Break (80 min.)
3	Screen Time (185 min.)	Non-Screen Time (45 min.)	Break (80 min.)

Pre-K Virtual Learning (Sample Schedule and Content)

Pre K Minutes	Content
30	Breakfast at home
10	Video Daily Message from educator (morning meeting)
20	Letters, Sounds/Phonological Awareness video followed by independent work
05	Stretch, move, and take a brain break
15	Teacher read aloud
05	Stretch, move, and take a brain break
15	Fine Motor Activity/ Handwriting
30	Literacy and Social Studies (Themed lessons)
15	Daily Journal Writing/ Picture
30	Eat lunch and free time
30	Math and Science lesson followed by independent work iStation two times per week, 20 minutes
05	Stretch, move, and take a brain break
30	Engage in PE, Art, Music (assigned by educator)
15	Teacher read aloud

Kindergarten - Grade 3 (Sample Schedule and Content)

Grades K - 2 Minutes	Grades 3 Minutes	Content
30	30	Breakfast at home
5	5	Watch video daily message from educator (similar to morning meeting)
30	20	Watch phonics lesson and complete Independent Phonics Lesson (lesson taught by AISD educator)
20	20	Read with a family member at home - Record yourself reading and upload one minute of the text in addition to a reading log.
10	10	Stretch, move, and take a brain break
25	35	Watch an online ELAR lesson and complete Independent Reading
30	20	Engage in PE, Art, Music (assigned by your educator)
30	30	Eat lunch and free time / recess at home
25	40	Watch an online Math lesson and complete online Math Independent lesson
20	20	Watch an online Science lesson assigned by your educator and complete assignments or activities assigned
20	20	Watch an online Social Studies lesson assigned by your educator and complete assignments or activities assigned
10	10	Stretch, move, and take a brain break
20	25	Engage in progress monitoring tool IXL or (assigned by your educator) (AIS IXL Math, Reading Plus, or Study Island)
10	15	Daily Journal Writing Assignment
10	10	Handwriting Assignment
		Enrichment and intervention activities will be added within each content area

Chart Key Maximum Daily Screen Time and Non-Screen Time for Virtual Learning

4th - 5th Grades	Screen Time (185 min.)	Non-Screen Time (35 min.)	Break (80 minutes)
6th Grade	Screen Time (185 min.)	Non-Screen Time (35 min.)	Break (80 minutes)

4TH - 6TH GRADE (Sample Schedule and Content)

Grades 4 -5 Minutes	Grade 6 Minutes	Content
30	30	Breakfast at home
5	5	Watch video daily message from educator (similar to morning meeting)
20	20	Read with a family member at home - Record yourself reading and upload one minute of the text in addition to a reading log.
10	10	Stretch, move, and take a brain break
35	35	Watch an ELAR lesson, complete Independent Reading
20	20	Engage in PE (assigned by your educator)
30	30	Eat lunch and free time / recess at home
40	40	Watch an online Math lesson and complete online Math Independent lesson
30	30	Watch an online Science lesson assigned by your educator and complete assignments or activities assigned
30	30	Watch an online Social Studies lesson assigned by your educator and complete assignments or activities assigned
10	10	Stretch, move, and take a brain break
25	25	Engage in progress monitoring tool IXL or (assigned by your educator) (IXL Math, Reading Plus, or Study Island)
15	15	Daily Journal Writing Assignment
		Enrichment and intervention activities will be added within each content area

Virtual Learning Design for Grades 7-12

Classes within this environment may follow the schedule of classes at the scholar's home campus. Alvarado ISD will structure the scholar's learning schedule to participate in asynchronous learning as appropriate for the individual scholar.

- All courses will be offered in both settings, including advanced level courses such as Honors and AP.
- Some elective courses for scholars who select AISD virtual learning may require the scholar to complete assignments or projects at the campus if the course requires assignments that cannot be reasonably completed virtually, e.g., welding, A/V production, etc.
- Career and Technical Education classes that require in-person attendance during the class period are:
 - Hospitality Practicum (only for the 10 live EKGs)
 - The REZ (only for on-camera students)
 - Culinary Arts
 - Advanced Animal Science (40% of instructional time for conducting field and laboratory investigations)
 - Floral Design (On site for hands-on projects and certification exams)
 - Ag Mechanics
- Extra-curricular activities that require in-person attendance during the class period are:
 - Athletics
 - Band
 - Choir
 - Colorguard/Spirit Squad
 - Art (HS only - when using ceramics)
 - Robotics (JH only)
 - Drama (JH only)

7TH - 12TH GRADE (Sample Schedule and Content)

Minutes	Content
30	Breakfast at home
15	Watch recorded daily message
20	Independent reading assignment at home - Record yourself reading and upload
10	Stretch, move, and take a brain break
40	Watch an online ELAR lesson and complete Independent reading lesson
20	Electives
30	Eat lunch and free time
40	Watch an online math lesson and complete the Independent Math lesson
40	Watch an online Science lesson and complete assignments or activities assigned
10	Stretch, move, and take a brain break
20	Engage in progress monitoring tool or IXL (assigned by your educator)
40	Watch an online Social Studies lesson and complete assignments or activities assigned
15	Daily Writing (assigned by your educator)
20	Electives
	Enrichment and intervention activities will be added within each content area

Intervention and Enrichment for Remote Learning

During this time, scholars may engage in assigned group activities, project-based learning activities, small group or individual instruction. Educators will communicate with scholars their plan for the designated additional academic support time.

Virtual Learning Grading

Grading for all virtual courses will follow the same grading policy as the courses in the face-to-face learning model. Virtual learning courses that earn high school credit will count in GPA calculation and class rank as specified in AISD Board Policy.

Meeting IEP Service Recommendations

Alvarado ISD will review all health plans and IEPs prior to reentry into brick and mortar settings and revise them through an ARD with appropriate safety protocols as needed.

Alvarado ISD is committed to meeting the unique needs of scholars with disabilities by ensuring that ARD/IEP or 504 Committees convene as needed to discuss needs, review progress, and make individualized recommendations for our scholars.

Special Education Support

Alvarado ISD will ensure that scholars with disabilities have access to a free and appropriate public education (FAPE). We will ensure that, to the greatest extent possible, each scholar with a disability can be provided the special education and related services identified in their individualized education program (IEP).

Provision For Self-Contained and Inclusion Services

Special Education educators will follow the general education guidance and complete lesson plans for each resource class whether virtual or face-to-face. Special and general education educators will collaborate to ensure lessons are designed to meet the needs of all scholars.

Special education educators are required to complete differentiated lesson plans to meet the needs of the IEP-entitled scholars they support, whether instruction is virtual or face-to-face.

- For scholars who choose virtual learning, educators will:
 - Develop individualized lessons.

- Provide direct instruction through scheduled synchronous sessions.
 - If a scholar is unable to participate during synchronous sessions and accesses lessons at another time, the ARD committee should convene to document how IEP will be implemented.
- Provide links to virtual platforms for lesson participation.
- Upload weekly lesson materials to the district-designated virtual platforms.
- Document scholar participation and attendance on the scholar's log.
- Collect data and monitor progress.
- Request an ARD/IEP committee meeting to address any concerns with progress on IEP goals/objectives or in the general education curriculum.

Dyslexia

All scholars will receive all accommodations and support as outlined in the Individual Accommodation Plan (IAP) under Section 504 or through the Individualized Education Plan (IEP) under Special Education. Scholars receiving Dyslexia Instruction will receive services as indicated in their IEP or IAP. Dyslexia programming will follow guidelines as stated in the Texas Dyslexia Handbook, 2018.