

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:

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- ☐ 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.



BISD Campus Schedules for Remote Instruction

Kindergarten Schedule		
7:45 - 8:15	Teacher/Parent/Student Interaction-office hours	SEL - 30 minutes
8:15 - 8:45	Social Emotional Learning	ELAR - 90 minutes
8:45 - 10:15	ELAR	Math - 60 minutes
10:15 - 10:45	Recess	Science/SS - 45 minutes
10:45 - 11:45	Math	Specials - 60 minutes
11:45 - 12:45	Lunch/Recess	Intervention - 45 minutes
12:45 - 1:45	Specials	Total Minutes - 330
1:45 - 2:00	Teacher/Student Interaction-office hours	
2:00 - 2:45	Science/Social Studies	Teachers will also pre-schedule live (synchronous) sessions for lessons and interventions. Virtual support sessions (via synchronous, phone, google meets) will be scheduled during the recess time 10:15 - 10:45.
2:45 - 3:30	Interventions	

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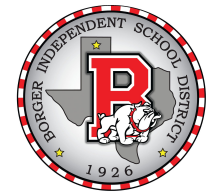
Pre-K Schedule		
8:00 - 8:20	Calendar	SEL - 50 minutes
8:20 - 8:50	Social Emotional Learning/Breakfast	ELAR - 75 minutes
8:50 - 9:50	ELAR	Math - 60 minutes
9:50 - 10:30	Recess/Restroom	Science/SS - 30 minutes
10:30-11:30	Specials	Total instructional minutes: 215
11:30-12:30	Math	
12:30-1:00	Lunch	Teachers will pre-schedule live (synchronous) interventions sessions for lessons and interventions. Virtual support sessions (via synchronous, phone, google meets) will be scheduled during the recess time 9:50-10:30.
1:00-1:55	Nap/Rest/Quiet Time	
1:55-2:10	Read Aloud	
2:10-2:30	Social Skills	
2:30-3:00	Science/Social Studies	
3:00-3:30	Interventions	
3:30-4:00	Teacher/Parent/Student Interaction-office hours	

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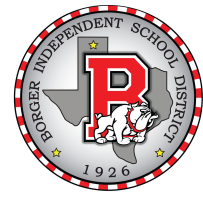
1st and 2nd Grade Schedule

8:00 – 8:15	LAR Bell Work
8:15 – 9:15	Guided Reading Synchronous
9:15 – 9:45	Units of Study
9:45 – 10:10	Phonics
10:10 – 11:00	P.E./Music
11:05 – 11:45	Lunch
11:45 - 11:55	Math Bell Work
11:55 - 12:05	Number Talks
12:05 - 1:00	Guided Math Synchronous
1:00 - 1:25	Math Centers
1:25 - 2:00	Science/Soc. Studies
2:00 - 2:15	Recess
2:15 - 3:00	Interventions
3:00 - 3:40	Writer’s Workshop
Teachers will request students to attend synchronous lessons. These lessons are scheduled in advance and are posted to the LMS message board/emailed to parents.	
Minutes: ELAR: 130 Math: 100 Sci/SS: 35 Specials: 50 Interventions: 45 Total Minutes: 360	
Daily office hours for Teacher/Parent/Student interactions are 7:45-8:10, 10:10-11:00, 3:40-4:00. Teachers also respond to emails outside of office hours as needed.	



3rd Grade Schedule - 180 Minutes Per Day Minimum

9:00	Take attendance for Reading/Social Studies Read Aloud
9:15-9:30	Read Aloud
9:15-9:30	Reading Mini lesson
9:30-10:00	Independent Work
10:00-10:30	Choice Board and Independent Reading
11:00-11:30	TEACHER OFFICE HOURS FOR TEACHER/PARENT/STUDENT INTERACTION
12:30 –	Mark attendance for Math/Science
12:30 – 12:45	Watch lessons and/or Flocabulary, Envision, etc.
12:45 – 1:15	Digital math centers, Google slides, Envision games, etc.
1:15 – 1:45	TEACHER OFFICE HOURS FOR TEACHER/PARENT/STUDENT INTERACTION
1:45 – 2:00	Choice Board (science lab, math room, virtual field trips)



4th Grade Schedule – 180 Minutes Per Day Minimum

9:00 AM Take Attendance for Reading/Social Studies

9:00-9:15 Read Aloud

9:15-9:30 Reading Mini lesson

9:30-10:00 TEACHER OFFICE HOURS FOR TEACHER/PARENT/STUDENT INTERACTION

10:00-10:30 Choice Board and Independent Reading

1:15 Take Attendance for Math/Science

1:15-1:30 Watch the Daily Lesson

1:30-2:00 TEACHER OFFICE HOURS FOR TEACHER/PARENT/STUDENT INTERACTION

2:00-2:30 Complete Station Work

2:30-2:45 Choice Board



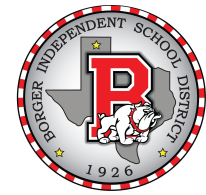
5th grade and 6th Grade

9:00-9:50 am	Math Instruction
9:50- 10:00 am	Brain Break
10:00-10:50 am	Social Studies Instruction
10:50-12:00 pm	Lunch Break
12:00-12:15 pm	PE Choice Board Activity of Choice
12:15-1:00 pm	ELA Instruction
1:00-1:15 pm	Brain Break
1:15-2:10 pm	ELA Instruction
2:10-2:30 pm	Fine Arts Choice Board Activity of Choice
2:30-3:20pm	Science Instruction
3:20-3:45 pm	Intervention Board

**Office Hours for Teacher/Parent/student interaction:
(Teachers assigned remote learner groups and office hours are by conference schedule.)**

**8:15-9:00 (Mondays- Science Google Meets)
9:05-9:50 (Tuesdays- Social Studies Google Meets)
12:35-1:20 (Wednesdays- Math Google Meets)
2:15-3:00 (Thursdays- ELA Google Meets)
1:50-2:35 (Fridays- RTI Google Meets)**

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Teachers are available for additional contact by appointment for parent and/or student interactions. Emails and phone calls are also answered 7:45-8:10 and 3:45-4:00 daily.

7th and 8th Grade Schedule

8:00-8:30am	Daily attendance taken in ELA classes	<p>All Subjects are asynchronous.</p> <p>Live synchronous sessions will be scheduled in advance by the teachers and posted to their Google Classroom schedules.</p> <p>*social-emotional support sessions.</p> <p>Minutes Math - 60mins ELA - 60 mins Science - 60 mins Social Studies - 60 mins Enrichment - 30 mins</p> <p>Total minutes = 270mins</p>
8:30-9:30am	7th ELA 8th ELA	
10:00-11:00am	7th Math 8th Math	
11:30-12:30am	7th Science 8th Science	
12:30-1:30pm	Lunch	
1:30-2:00pm	Teacher/Parent/Student interaction by phone, email, Google hangouts*	
2:00-3:00pm	7th Social Studies 8th Social Studies	
3:30-4:00pm	Enrichment	



Borger High School Schedule (9-12)

7:45 – 8:15	Tutorials/Online Support	Tutorials/Online Support	<p>Students will receive a schedule and all classes on their schedule will be on Google Classroom.</p> <p>Students must check into all their virtual classes each day and complete assignments.</p> <p>All subjects are asynchronous unless labeled with a live session option.</p> <p>Teachers on campus with virtual students have a Google Class Period to manage online learners. Virtual office hours are 48 minutes daily for every teacher and are posted in Google Classroom for every student.</p> <p>Certified teachers are available each period for every subject to assist virtual learners. Suggested virtual support periods have more than one certified teacher in designated area available during that time frame.</p> <p>150 minutes of tutorials are available each week not including teacher conference hours and school virtual support times.</p> <p>Social-Emotional Support Sessions are offered anytime throughout the school day and all students have 24-hour counseling available through DialCare.</p>
8:20 – 9:08	Period 1 - CTE	CTE Virtual Support	
9:12 – 10:00	Period 2 - Science	Science Virtual Support	
10:04 – 10:52	Period 3 – Social Studies	Social Studies Virtual Support	
10:56 – 11:44	Period 4 – Foreign Language	Foreign Language Virtual Support	
11:48 – 12:36	Period 5 – Fine Arts	Fine Arts Virtual Support	
12:40 – 1:14	Lunch Break	Lunch Break	
1:18 – 2:06	Period 6 – ELA	ELA Virtual Support	
2:10 – 2:58	Period 7 – Math	Math Virtual Support	
3:02 – 3:50	Period 8 – Elective	Odyssey/Elective Virtual Support	
4:00 – 4:45	Tutorials/Online Support	Tutorials/Online Support	

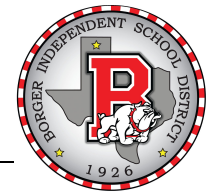
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Summarize how your instructional schedules meet the criteria:

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>Students will check into the LMS, Google Classroom, daily to view instructional videos, participate in real-time TEKS instruction, complete daily assignments, participate in online discussions when appropriate, interact with teachers as directed in both asynchronous and synchronous ways, and demonstrate evidence of learning through formal and informal assessments aligned to the TEKS instruction. Students are expected to complete daily interaction within each 24 hour period. All teachers will provide the same lesson to remote learners as provided to face-to-face learners.</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>Asynchronous engagement minutes will meet the requirement of TEA: 180 minutes PK-5, 240 minutes 6-12. Students and parents have been informed through district communication as well as Google Classroom announcements, that students must check in online each day to complete instructional engagement and assignments. Attendance is mandatory and attendance laws will be enforced.</p> <p>Remote students will participate in the same curriculum as students in face-to-face classes and will follow full schedules, complete the same TEKS aligned assignments, access similar tools and resources, and participate in collaborative discussion groups with the teacher and other students in face-to-face instruction in asynchronous and synchronous ways. Assignments will be graded using the same standards used to grade the work of face-to-face students' work in classrooms.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Teachers will engage with students daily provided instructional feedback as well as other supports. Contact will be made through: Google Meets, phone, and email. Students will also interact with teachers daily during pre-planned synchronous instruction. Feedback will include: instructional progress, questions answered, checking on general welfare and addressing any other needs. Teachers will establish and communicate the times for daily open office hours where they can meet via online, phone, or email to interact with students and parents.</p>

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<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Students with disabilities, students of special populations including ELs, GT, Dyslexia, will have access to additional accommodations in the instructional materials and through Go Formative, a web-based enhancement for Google Classroom. Teachers and students, with the inclusion of parents when necessary, will have the ability to determine personalized support during office hours and other interactions. Teachers are expected to follow all 504, ARD and ESL modifications and accommodations when assigning and assessing work for identified students.</p> <p>Students with Dyslexia will receive both direct instruction by a certified Dyslexia Teacher and indirectly through the use of online programs appropriate for their special needs. Students with IEPs will receive all services deemed appropriate by the ARD Committee including direct instruction by either a certified Special Education teacher or a General Education teacher utilizing the same accommodations they would receive if enrolled in face-to-face instruction. Bilingual/ESL students will receive the same TEKS instruction using the same curriculum (including assistance with instructional vocabulary) utilized by bilingual teachers and ESL Certified teachers for students in face-to-face classes.</p>
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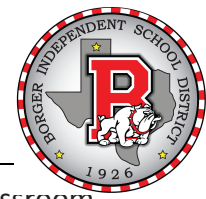
Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials. **Provide additional explanations of how your instructional materials meet the criteria if needed:**

Asynchronous Instructional Materials

Instructional Materials Link

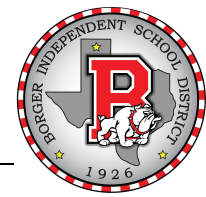
Component	Explanation
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<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</p>	<p>TEKS aligned, research-based Instructional materials will be available digitally through Google Classroom. Teachers will redesign, based on research, where appropriate so that students have a more interactive experience. Using the Go Formative platform to integrate with Google Classroom, teachers and students will have the ability to interact with content through add on enhancements such as white board, video and audio files, digital manipulatives, etc. All teachers were provided with 3 full planning days prior to the start of school to adapt materials and instruction to meet remote learning needs. This process continues through regular PLC meetings on campus throughout the year.</p> <p>Google Classroom and Go Formative are programs that allow students and teachers to communicate in real-time, and at a student’s convenience. Teachers can give immediate feedback to students, demonstrate learning objectives and expectations while students interact (including writing) with learning materials directly on the screen, record verbal responses, submit assignments, show work. Through real-time meetings the teacher can interact with students and students can collaborate with other remote learners. The district goal is for remote instruction to mimic instruction in face-to-face settings.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Personalized support for students with special needs/services (such as special education, 504, EL, dyslexia, GT) will be provided appropriately within the asynchronous learning environment as determined by each students’ individual plan. Teachers will continue to differentiate instruction to meet the specific needs of these students. For Dyslexia, where appropriate, students will engage in synchronous lessons with their regularly assigned group.</p> <p>COMMUNICATION with students/parents and provision of services: continuity plans are developed in ARD to detail service provided in remote and face-to face settings, amendments will be completed for students choosing remote instruction for 20-21 after the first two weeks of school.</p> <p>RELATED SERVICES and SPEECH and LANGUAGE SERVICES: speech services are being offered as face-to-face services for students choosing remote instruction. If a parent chooses not to utilize face-to-face services, virtual therapy will be provided. OT and PT will be provided virtually for remote learners. Counseling services will be offered face-to-face or virtual for remote learners. Specialized transportation is offered for sped students attending school face-to-face. Google voice accounts were set up for speech and counselors to check in with students.</p>

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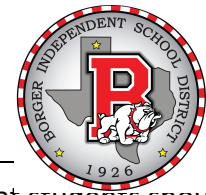
CURRICULUM RESOURCES: unique curriculum is being utilized for the more cognitively disabled students in remote and in person instructional delivery.

ARD committees have determined that some students are best educated in the homebound instructional arrangement at this time. The LEA will utilize remote homebound when requested. During the 2020-21 school year, some students will receive homebound instruction remotely for a portion or all of the school year. The district will continue to provide the best possible education in accordance with homebound instructional standards and requirements, with the exception of in-person instruction. The students' ARD committee that continuously evaluates the IEP will evaluate the impact and make any necessary changes for the students. These homebound services will generate funding without the in-person provision between the teacher and the student as required in 4.7.2.5 Homebound Funding and Homebound Documentation Requirements of the student attendance accounting handbook and 19 TAC @129.1025.

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

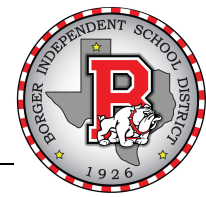
Component	Explanation
<p>What is the expectation for daily student engagement?</p>	<p>Students are required to be engaged daily with learning in each class for each school day. Students who do not demonstrate engagement on a given day are marked absent and parent contact will be made. Daily student engagement expectations and progress are clearly defined, measurable, and published in Google Classrooms for parents and students. Students participate daily by logging into Google Classroom, participating in instruction in asynchronous and synchronous ways, completing instructional tasks, answering questions, submitting assignments, or submitting pictures of assignments and tasks. Students are contacted to actively participate in teacher office hours by phone, email, or through a Google Meets, for additional feedback, support, and answers to questions they may have. These interactions are also defined as daily engagement. Teachers are required to grade assignments and check progress daily, as well as record attendance .</p>

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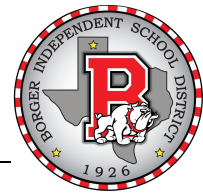


<p>What is the system for tracking daily student engagement?</p>	<p>Borger ISD intends to set a high bar for our students as it relates to daily engagement; we believe that students should demonstrate progress daily. While we recognize that the 20-21 school year will represent a significant departure from “normal” for our students and families, we cannot afford to miss a single opportunity for our students to learn and grow.</p> <p>To track daily engagement, all campuses will evaluate for engagement:</p> <ol style="list-style-type: none">1. Student engagement in the LMS: Google Classroom2. Evaluate Daily Progress via student-teacher interaction3. Completion / Turn-in of assignments and assessments <p>Parents will be contacted when students fail to check in and/or fail to complete assigned work . Remote learners will be held accountable for learning and engagement in the same manner as face-to-face learners.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>Remote students participate in the same or equivalent learning activities at home as students participating in face-to-face instruction. Assessment and grading requirements are based upon district standards, whether remote or in-person.</p> <p>By adding the Go Formative platform to enhance our Google Classrooms, teachers will be better able to recreate the same instruction being provided in the classrooms. This can be done by adding video, audio, etc. Teachers can post videos of instruction, ask questions and collect written or audio student responses, provide the same independent practice and track progress in the same ways face-to-face students are tracked. Use of digital tools from curriculum adoptions and supplemental supports can also be linked through Google Classrooms.</p> <p>The district is working diligently to provide 1:1 devices : Ipads in grades PK-1 and Chromebooks in grades 2-12. Not only will these be used for remote learners but there will be opportunities for face-to-face students to interact with content through Google Classrooms. When students eventually return to face-to-face instruction, classroom instruction will still be enhanced through the use of technology.</p>

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What is the system for tracking student academic progress?	<ul style="list-style-type: none">● Google Classroom/Go Formative to collect and track assignments and grades.● Campus Assessments, formative and summative, are used to drive future instruction and interventions● Student progress will be reported to students' parents on 3 week progress reports as well as report cards every 12 weeks (PK), 9 weeks (K), and 6 weeks (1-12)● Other measures used to track progress include reports from supplemental resources used in both face-to-face and online: ST Math, Learning A-Z, Lalilo, Zearn, and I-Station (for bilingual), Study Island, Education Galaxy, Compass Reading and Math, Think Through Math, Odyssey, Edgenuity, Fast ForWord, and other supplemental programs.● CIRCLE Pre-K Assessment: Beginning of Year, Middle of Year, and End of Year assessments will be offered and remain consistent● TX-KEA Kindergarten Assessment and TPRI for first and second grade through CLI Engage: Beginning of Year, Middle of Year, and End of Year assessments will be offered and remain consistent; a progress report will be sent home to parents at the completion of the BOY● Reading Benchmarks● TEKS aligned 3 week, 6 week common assessments used for both remote and face-to-face learners● Quizzes● Benchmark Testing● Progress reporting● Report cards
What is the system for providing regular (at least weekly) feedback to all students on progress?	<p>Teachers will provide daily feedback for asynchronous work within a 24-hour turnaround time period. The daily feedback mechanism allows students to have a clear understanding of their academic progress on a consistent and frequent basis, as well as serve to eliminate misconceptions.</p> <p>Daily feedback from teachers to students is conducted through a variety of methods, daily and weekly:</p> <ul style="list-style-type: none">● through the LMS (Google Classroom),● In synchronous activities and instruction,● phone● email● direct, synchronous meetings through Google Meets



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

Include a sample educator professional development schedule.

Professional Development

[Professional Development Plan Link](#)

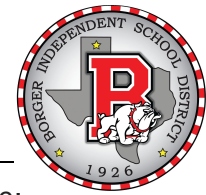
Sept. 9 and 10	Lead4Ward Planning for Virtual Learning
Oct. 13 and 15	Lead4Ward Engaging Virtual Learning
Nov. 11 and 12	Lead4Ward Intervention for All
Feb. 23	Rockin' Review
July/Aug	Teachers participated in Google Classroom and Google Meets training through the service center on demand courses
Oct. 1	All staff complete required annual trainings through EduHero

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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>	<p>Professional development specifically related to remote learning will be provided in a variety of ways. Initially, as we prepare for remote instruction the district will seek to provide initial training.</p> <ul style="list-style-type: none"> ● Google Classroom <ul style="list-style-type: none"> ○ Region 16 Service Center Google Basics and Beyond provided throughout the summer, on-demand ○ Region 16 Service Center is providing on demand support for virtual classrooms throughout the year on topics such as: curriculum, technology supports including LMS etc., and other technology tools and apps. These are shared with district staff. ○ Google training provided by peers embedded in PLC. Ongoing support also provided ○ Google webinars embedded in the Google App ● Go Formative--added by the District to enhance Google Classrooms <ul style="list-style-type: none"> ○ On demand webinars are available in the Partner Portal with our district subscription ○ Virtual trainings will be scheduled with the provider ○ Peer support and trainings ● Digital Curriculum resources are providing training opportunities and schedules are shared with relevant staff <ul style="list-style-type: none"> ○ Really Great Reading Phonics Program ○ CLI Engage: TX KEA and TPRI ○ LAS Links online EL assessments



- Supplemental web-based resources are providing recorded trainings. These include:
 - Istation
 - Edgenuity
 - Edmentum
 - Odysseyware
- Annual trainings provided to staff through EduHero, an online platform. Due date October 1, 2020
- Additional EduHero trainings have been curated for staff to access at anytime and include:
 - Google Classroom
 - Google Meets
 - Google Hangouts
 - Online instructional support

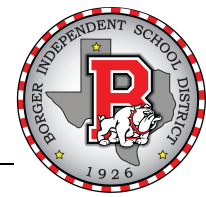
Ongoing support for instructors will be provided by:

- PLC/ Peer support
- Curriculum and Instruction Department
- Special Education Department
- Technology Department
- Eduhero, professional development platform
- Region 16 Instructional Support
- Lead4Ward Trainings at the service center are tailored this year to address virtual learning. Designated staff is assigned to attend and will turn around training on campus.
 - September 9 and 10: Planning for Virtual Instruction
 - October 13 and 15: Engaging Virtual Learners
 - November 11 and 12: Intervention for all
 - February 23: Rockin' Review

Other district professional development will be provided as usual including:

- required trainings
- New Teacher Bootcamp
- PLCs
- Region 16 opportunities
- Online learning opportunities

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- Reading Academies

Prior to the beginning of the year, teachers had access to online professional development through Region 16 for Google Classroom. Many teachers Google certified through the summer in anticipation of the distance learning. Campuses also provided on campus Google training in August prior to the start of school for staff. Several staff members attended virtual training through Region 16 from Lead4Ward to support distance learning. Teachers requested Go Formative to support the instructional piece and staff members were able to hold individual and small group tutor sessions with staff to prepare them to use Go Formative. Go Formative also has tutorial videos available to staff to support on-going implementation.

To support students and families with distance learning, they were provided a sign-on tutorial and can access tutorial videos on our Google Classroom site. We also provide on-one-on telephone technical support as needed. The technology BISD department has also offered to support families with technical issues in person at the administration building.

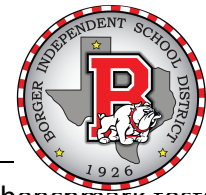
Each campus has also dedicated one or more teachers to serve as “Google Experts” to assist staff with using Google Classroom and other technology.

How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?

Throughout the school teachers will continue discussing and learning to effectively deliver course content and respond to data in the classroom setting as well as the remote setting. Teacher feedback will be utilized to continually improve the process of delivering online instruction. Successful online teaching strategies will be shared with staff as well as technology features that are helping students be successful. Educators will evaluate progress markers, reports, student engagement pieces and adapt materials, activities, and pacing to meet the needs of students.

Through the initial digital onboarding process and ongoing topical discussions throughout the fall semester on how to effectively leverage Google Classroom, educators will learn how to deliver course content and respond to the data provided by the LMS feedback system. Educators will use LMS progress markers and reports to understand student engagement with their course offerings and how to adapt materials, activities and pacing to the needs of the individual students with whom they work.

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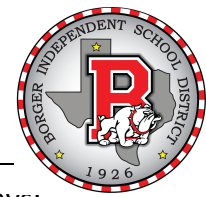


Teachers will participate in data meetings with their Instructional Liaisons and/or PLCs following benchmark tests and six weeks common assessments. Teachers will participate in virtual Lead4ward training events throughout the year. These trainings cover planning, data analysis, and interventions. The Lead4Ward series will help to develop content knowledge, data disaggregation, and instructional strategies that will help support the asynchronous curriculum as well as the on campus learning. As staff becomes more familiar with Go Formative and Google Suites, support is shared with staff to ensure all staff benefits from the resources and knowledge gained.

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>The district’s goal is to stay in close communication with remote learners and their families. In addition, teachers will establish connections early and make frequent contact to remote learners and their families with individualized feedback.</p> <ul style="list-style-type: none"> ● Office hours schedules with specific times for which parents and students may speak directly with the teacher will be provided to families. ● Parent surveys were sent out over the summer in July to assess family learning preferences, access to devices and internet . District plans for supporting remote instruction and purchases were made in response to data collected. ● Parents responsible for completing the Learning Option Form to choose face-to-face or remote learning (August 3-14) ● BISD Reopening Guidelines are posted and updated continually to outline expectations, procedures, FAQ’s ● Parents will continue to receive additional information via email, social media, and school communications including through Google Classroom ● District Communications Coordinator and campuses will share information via the district website, social media, email, phone calls, letters home.

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<p>What are the expectations for family engagement/support of students?</p>	<p>Families will be expected to support their students by attending and engaging in the following ways:</p> <ul style="list-style-type: none">● Ensure their student logs in and completes assignments daily● Provide daily instructional support to the student regarding assignments, learning activities as well as accessing regularly scheduled time for curriculum and technical support as needed will be provided via teacher contact through office hours, email, Google Meets.● Engaging in open communication with teachers, students, and parents for checking on student progress regularly in each class through scheduled synchronous times, phone calls, and virtual meetings● Supporting the use of technology and help access instruction. Access district help via the technology department and/or the campus● Support students to complete work during regular school hours● Provide transportation to courses such as CTE, UIL etc. as appropriate
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>Parents are provided with instructions for accessing curriculum on a daily basis. Personnel is available during the day on campus and through the district technology department to assist parents with connectivity issues. Assistance can be accessed through phone, email, and face-to-face opportunities. When access to the internet is limited, and/or resources to enable families to access internet in campus parking lots (example: funds for gas, transportation) teachers will provide assignments and materials for students to complete work at home and return to the school for grading and feedback. Teachers will be available during specific office hours to reach out to students as well as be reached to assist students and parents.</p> <ul style="list-style-type: none">● Chromebooks will be provided 1:1 this school year in grades 2-12● IPADS will be provided 1:1 this school year in grades PK-1● First shipments of devices will be assigned to remote learners● Technology services and help are available to parents through the District Technology department● Free Wi-Fi will be available in select school parking lots for families who do not have home internet access