



**Remote Instruction
Spring 2020 vs. Fall 2020**

Preparing for Remote (at-home) Asynchronous - Distance Learning Comparison of Spring vs. Fall



As a district, we had to transition quickly into Distance Learning for the spring 2020 final nine weeks of instruction. In doing so, we truly applaud the numerous efforts it took in order to make that happen with moving from a face to face learning format to full virtual in a matter of a weeks.

As we move into the 2020-2021 school year, it will be important for all staff, learners and families to understand how our Spring 2020 Remote - Distance Learning will vary from our Fall 2020 - Remote - Distance Learning. We will have some similarities in delivery of instruction, but will have more expectations from the district and state as far as accountability practices, rigor in instruction and attendance tracking.

Spring 2020 - Remote Distance Learning	Fall 2020 - Remote Distance Learning
<ul style="list-style-type: none"> • Not full day of instruction - limiting hours 	<ul style="list-style-type: none"> • Full day of instruction - Instructional minutes required by state (equity and alignment of face to face/virtual, while allowing for flexibility as needed for families during the day)
<ul style="list-style-type: none"> • Pass/Fail for Grading and some opportunities for feedback 	<ul style="list-style-type: none"> • Grades required and assessment practices in place for progress monitoring and feedback
<ul style="list-style-type: none"> • Flexibility from state on attendance tracking 	<ul style="list-style-type: none"> • Daily Attendance tracking required - engagement levels (funding and instructional minutes for monitoring learner progress)
<ul style="list-style-type: none"> • Specials - Elementary, Electives - Secondary (not fully required) 	<ul style="list-style-type: none"> • All courses required as a part of instructional minutes and TEKS
<ul style="list-style-type: none"> • Educators gaining comfort level with teaching virtually and using tools 	<ul style="list-style-type: none"> • Strengthening educator preparation, training and stronger alignment of tools for design and assessment
<ul style="list-style-type: none"> • Some Zoom opportunities and recorded lessons 	<ul style="list-style-type: none"> • More synchronous opportunities and requirements for Zoom Sessions during the week along with recorded lessons
<ul style="list-style-type: none"> • Worked to provide specialized instruction to the best of our ability (IEPs, 504s, English Learners, Dyslexia, Gifted and Talented, etc.) 	<ul style="list-style-type: none"> • More clearly defined, intentional structures - along with preparation and training supports for specialized instruction (IEPs, 504s, English Learners, Dyslexia, Gifted and Talented, etc.)

Elementary School Instructional Design



Due to the possible impact of COVID-19 during the 2020-2021 school year:

If there is a closure or restriction for offering face to face instruction during the year, CISD would move to the Elementary School Remote (at-home) Distance Learning - Asynchronous Model and would follow the guidelines per the state and the Texas Education Agency (TEA).



Elementary: Face to Face (in-person) Learning (PK-5th) | 7:40 a.m. – 3:05 p.m.

This is a traditional model of learning in which learners come to school each morning and follow the schedule of a typical school day. District provided technology will be required for your child to bring to and from school each day. There will be social distancing practices in place as well as strict adherence to heightened cleaning/disinfectant protocols following the safety guidelines per the Centers for Disease Control and Prevention (CDC), Texas Education Agency (TEA) and the district.

Example of a Learner's Weekly Schedule

This schedule will vary depending on the grade level of your child as well as may vary somewhat based on campuses enrollment numbers and specialized programs of instruction. Each campus will be sharing their learning schedules per grade level with families as we start the school year. Learners with specialized education services and supports (Special Education, 504 Services, English Language Learners, Dyslexia, and Gifted and Talented) will have these services incorporated into their schedule and shared with families. Educators will help to ensure any plans and accommodations are in place and specific synchronous learning experiences are taking place in order to meet the needs of learners with their specific plans for instruction.

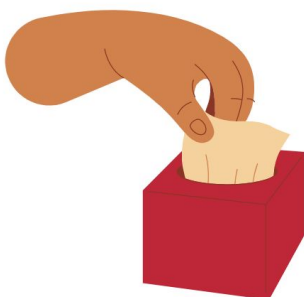
	Monday	Tuesday	Wednesday	Thursday	Friday
Social distancing will be practiced throughout the day.					
7:30–7:40	Learner arrives at school and proceeds to classroom				
7:40–7:50	Morning Announcements				
8:10–10:00	Language Arts and Reading				
10:00–11:30	Math				
11:30–12:00	Lunch				
12:00–12:30	Recess				
12:30–1:10	Social Studies				
1:10–1:55	Specials (Ex: Physical Education, Music, Art)				
1:55–2:55	Science				
2:55–3:05	Dismissal				
	Educator Attendance Tracking: During the week, each educator will monitor (along with district support) the required daily attendance and engagement levels of each learner.				

Instructional Day - Face to Face (in-person)

- ❑ Follows CISD Scope and Sequence for each 9 Weeks for Grade Level/Content Area
- ❑ Face to face - Whole group and small group instruction (mini-lessons, intervention/enrichment, independent practice and reflections)
- ❑ Schoology is used as a learning management platform for accessing learning experiences and assessments. This allows for blended learning experiences and feedback from educators as well as collaboration opportunities with face to face learners and remote learners
- ❑ Online Learning Resources will be used within instruction (Ex: iStation, Dreambox, Reflex Math, Raz Kids, etc.) as well as hands-on learning experiences and independent practice of embedded skills.
- ❑ Dual Language Immersion will follow the district [Language Allocation Plan](#).
- ❑ Brain Breaks and opportunities to practice mindfulness, with a focus on social emotional needs, will be incorporated during the week.
- ❑ Learners with identified disabilities will continue to be supported consistent with their IEP/504 Plan. Learners who receive the majority of their services through the general education setting will continue to receive access to their IEP goals, accommodations and modifications provided by special education and general education staff.
 - Learners served in a special education setting will continue to receive individualized, modified and/or alternate curriculum as appropriate.
 - Learners served through Section 504 will continue to receive accommodations and services identified in their Individual Accommodation Plan.
 - Small group instruction and interventions will be provided in person. In-person, face to face instruction will occur with proper safety precautions, limited group size and sanitation protocols.
 - Learners in a self-contained special education classroom will follow their schedule, in conjunction with IEP and the learner's schedule of service.

Safety and Security Procedures

Coppell ISD is committed to ensuring a safe and healthy environment for learners and staff. For information related to safety and security, including arrival and dismissal protocols and safety procedures specific to Covid-19, [visit this page](#) on Coppell ISD's website.



Elementary: Face to Face (in-person) Learning (PK-5) | 7:40 a.m. - 3:05 p.m.

Expectations for CISD staff, learners and families:

	Learner	Educator	Parent/Guardian	Administrator
Preparation	<p>Come prepared for learning each day.</p> <p>Complete tasks and assignments given by the educator to be ready to learn each day.</p> <p>Follow daily attendance according to the school schedule for the day.</p>	<p>Your daily agenda with learning objectives for the day/week should be posted in Schoology.</p> <p>Weekly lessons should be posted by 7:30 a.m. on Monday of each week. You will use the unpublish capability in Schoology to help with pacing for each day.</p> <p>Keep Attendance Records per district requirements for submitting in person attendance.</p> <p>Consider individual learner instructional needs/plans (IEP, 504, EL, Dyslexia, GTi) when designing instruction and collaborate with specialized staff.</p>	<p>Access Schoology parent account to read "9 Week Scope and Sequence" for the week.</p> <p>Understand how to use Schoology as a parent.</p> <p>Participate in virtual parent training on Schoology or other district offerings to support learning.</p>	<p>Verify the educator uploads weekly lesson designs and instructional materials to Schoology.</p> <p>Run daily Schoology (Power BI) reports to monitor engagement in learning. (face to face and remote)</p> <p>Weekly check-in with staff on learner academic progress, attendance, and learner concerns. Also, check-in with staff on their specific needs with learning and emotional support.</p>
Instruction	<p>Participate in face to face learning activities and continue using Schoology as the primary learning platform for learning.</p> <p>Complete assignments and tasks and submit evidence of learning as required by the educator.</p> <p>Review educator feedback on learning.</p>	<p>Provide learning face to face and use Schoology as your learning platform where learners access activities, provide feedback and collaborate with both face to face and remote learners.</p> <p>Provide whole group and small group sessions during the week.</p> <p>Give feedback on assignments and monitor progress; Use pre-recorded lessons as a part of learning and for access in Schoology.</p>	<p>Communicate with educator regarding questions or concerns that might arise in learning.</p> <p>Access Schoology as a parent to also follow along with learning and access grades or progress of learning.</p>	<p>Ensure facilitation of intentional structures (through Zoom or face to face) for professional learning communities (PLCs) and collaborative team time with educators to discuss lesson design, assessment practices and learner progress. (campus and district)</p> <p>Monitor instruction and progress of learning.</p> <p>Ensure district Scope and Sequence is being followed.</p>
Support	<p>Attend intervention/support sessions if your educator says you need to attend.</p> <p>Reach out to educator if needing help or support during their office hours/during Zoom sessions, phone calls, emails, or Schoology interactions.</p>	<p>Follow the district Scope and Sequence. Have clear indications for learners on what assignments are due and when they are due.</p> <p>Be creative in your lesson design and assessment practices to help support learner engagement.</p> <p>Attend regular PLC Collaborative Team Time meetings and reach out to Curriculum Team, Coaches and Administrators for support.</p>	<p>Access Schoology using your Schoology parent account to also follow along with learning, access grades or progress of learning.</p> <p>Access Schoology grading or Home Access Center (HAC) to verify grades (4th and 5th grade).</p> <p>Contact educator if you have concerns about your child's progress or other questions.</p> <p>Communicate technology needs to CISD Help Desk.</p>	<p>Ensure classroom structures and structures in Schoology are supporting learning; learner progress is being made in Schoology.</p> <p>Analyze data reports for campus; ensure growth is being tracked and supports are put in place. Ensure RTI processes and documentation occurs for areas such as SPED, EL, 504, Dyslexia, GTI.</p> <p>Plan and lead campus meetings; provide training opportunities for educators.</p>

Elementary: Remote (at-home) Distance Learning – Asynchronous (PK-5th)

7:40AM-3:05PM

This remote learning model gives learners the opportunity to access learning online through Schoology, our Learning Management System (LMS). District provided technology will be required for your child to use with the learning happening each day. Learners must follow a daily schedule as specific times will be set by the campus in which there will be a mix of live Zoom lessons, recorded lessons, individual/collaborative work and a variety of assessments for feedback to show evidence of learning.

A full day of teaching and learning will be provided per TEA guidelines. Learners must engage with teaching and learning daily (5 days a week) in order to meet attendance requirements. Time management is essential in remote learning as learners will have expectations and tasks to complete each day.

Example of a Learner’s Weekly Schedule

This schedule will vary in learning times depending on the grade level of your child, but will meet and likely surpass the required 180 minutes of academic learning per TEA. In Coppell ISD, our current face to face instruction model has more than 180 minutes of learning each day. We want to ensure we are providing equitable and aligned learning opportunities for all while still understanding the balance we must have for families when learning at home.

Learners with specialized education services and supports (Special Education, 504 Services, English Language Learners, Dyslexia, and Gifted and Talented) will have these services incorporated into their schedule and shared with families. Educators will help to ensure any plans and accommodations are in place and specific synchronous learning experiences are taking place in order to meet the needs of learners and their specific plans for instruction.

Each campus will be sharing their learning schedules per grade level with families as we start the school year. The educator’s weekly schedule within Schoology will reflect at least the 180 minutes of academic learning time that is required by TEA each day.

Monday	Tuesday	Wednesday	Thursday	Friday
Logging into Schoology	Logging into Schoology	Logging into Schoology	Logging into Schoology	Logging into Schoology
Morning Check-in Announcements	Morning Check-in Announcements	Morning Check-in Announcements	Morning Check-in Announcements	Morning Check-in Announcements
Approximately 180 minutes – AM	Approximately 180 minutes –AM	Approximately 180 minutes – AM	Approximately 180 minutes –AM	Approximately 180 minutes –AM
Break: Lunch	Break: Lunch	Break: Lunch	Break: Lunch	Break: Lunch
Approximately 90 minutes– PM	Approximately 90 minutes –PM	Approximately 90 minutes –PM	Approximately 90 minutes –PM	Approximately 90 minutes –PM

End of Day – approximately 3:00

Specials (Ex: Physical Education, Music, Art) – There will be lessons posted in Schoology with video recordings, some live Zoom opportunities, and weekly assignments/activities required for each of our grade levels.

Educator Attendance Tracking and Check In: During the week of learning, each educator will be monitoring (along with district support) the required daily attendance and engagement levels of each of our learners. The engagement level includes completion of and turning in of assignments as well as participation as a whole. The check-in may include the following: progress monitoring, educator instruction, educator interaction with learners via phone, email, collaborative work with other learners under the educator’s supervision.

Elementary: **Remote (at-home) Distance Learning - Asynchronous (cont.)**

Educator Guided Experiences: During the week, learners will have some required live Zoom streaming lessons (synchronous) along with video recorded lessons as a part of instruction. There will also be feedback provided for the independent learning/assignments throughout the learning experiences.

Educator Office Hours: Each educator will have specific office hours during the week so learners and parents will know when it is best to reach out along with the capability to communicate through emails, phone calls or Schoology. (these can be scheduled before school, after school or during conference times during the regular instruction day)

Instructional Day - Remote (at-home) Distance Learning

- ❑ Follows CISD Scope and Sequence for each 9 Weeks for Grade Level/Content Area
- ❑ Remote - Weekly combination of streaming and recorded whole group and small group instruction (mini-lessons, intervention/enrichment, independent practice, hands-on experiences and reflections) as well as some learners with specific needs will receive weekly, hands-on activities aligning with the curriculum and their Individualized Education Plan (IEP).
- ❑ Schoology is used as a learning management platform for accessing learning experiences and assessments allowing for remote learning experiences, feedback from educator as well as collaboration experiences with face to face learners and other remote learners
- ❑ Online Learning Resources will be used within instruction (Ex: iStation, Dreambox, Reflex Math, Raz Kids, etc.)
- ❑ Hands-on experiences and independent practice will be embedded into instruction. (resources and materials will be distributed to our families as the needs arise within instruction). We realize we will not be able to provide all resources for hands-on, however we are also working to provide the best experience through video connections, video recordings, and digital tasks in areas such as science, art, music and physical fitness.
- ❑ Dual Language Immersion will follow the district [Language Allocation Plan](#)
- ❑ Opportunities for Brain Breaks and Mindfulness with a focus on social emotional needs will be incorporated during the week
- ❑ ESL Learners who receive newcomer language services will continue to receive accommodations in the classroom instruction and individualized direct linguistic instruction.
- ❑ Learners will continue to be supported consistent with their IEP/504 Plan. Learners who receive the majority of their services through the general education setting will continue to receive access to their IEP goals, accommodations and modifications provided by special education and general education staff.
 - Learners served in a special education setting will continue to receive individualized, modified and/or alternate curriculum as appropriate.
 - Learners served through Section 504 will continue to receive accommodations and services identified in their Individual Accommodation Plan. Small group therapy and intervention sessions will be scheduled for synchronous virtual participation and engagement.
 - Learners in a self-contained special education classroom will follow their schedule, in conjunction with IEP and the learner's schedule of service
 - Small group therapy and intervention sessions will be scheduled for synchronous virtual participation and engagement.

Expectations for CISD staff, learners and families:

	Learner	Educator	Parent/Guardian	Administrator
Preparation	<p>Be prepared for learning each day by logging into Schoology on district issued device first thing in the morning. Have work and assignments turned in as the work progresses. Be prepared to see if there is a Zoom session or what specific learning will be required that day.</p> <p>Per Texas Education Agency (TEA) for attendance: Be prepared to log-in to Schoology each morning to interact with learning and submit your daily assignments.</p>	<p>Your daily agenda with learning objectives for the day/week should be posted.</p> <p>Weekly lessons should be posted by 7:30 a.m. on Monday of each week. You will use the unpublish capability in Schoology to help with pacing for each day.</p> <p>Keep Attendance Records: (Schoology interaction, educator/learner interaction or assignment turned in daily count as learner attendance). Reach out to parent if learner has not interacted with the learning for the day.</p> <p>Consider individual learner instructional needs/plans (IEP, 504, EL, Dyslexia, GTi) when designing instruction and collaborate with specialized staff.</p>	<p>Access Schoology parent account to read "9 Week Scope and Sequence" for the week; Monitor child's progress in logging into the learning.</p> <p>Check in to Schoology to ensure your child is completing their daily assignments and attending Zoom video sessions as required or offered.</p> <p>Provide a designated place free of distractions for your child's workspace to learn and support learner through content as needed if they have questions or concerns with accessing the learning.</p>	<p>Verify the educator uploads weekly lesson designs and instructional materials to Schoology. Run daily Schoology (Power BI) reports to monitor engagement in learning and follow-up with any educators who have low learner engagement.</p> <p>Weekly check-in with staff on learner academic progress, attendance, and learner concerns. Also, check-in with staff on their specific needs with learning and emotional support.</p> <p>Ensure District Scope and Sequence is being followed to support learning.</p>
Instruction	<p>Attend live Zoom sessions offered by the educator.</p> <p>Complete assignments and tasks and submit evidence of learning as required by the educator.</p> <p>Review educator feedback on learning.</p>	<p>Provide whole group and small group sessions during the week using Zoom.</p> <p>Give feedback on assignments and monitor progress; Use pre-recorded lessons as a part of learning as well.</p> <p>Provide daily/weekly family check-ins to gain feedback.</p>	<p>Communicate with educator regarding progress or any concerns that might arise in learning.</p>	<p>Ensure facilitation of intentional structures (through Zoom or face to face) for professional learning communities (PLCs) and collaborative team time to discuss lesson design, assessment practices and learner progress. (campus and district)</p> <p>Monitor instruction and progress of learning.</p>
Support	<p>Attend intervention/support Zoom sessions if your educator says you need to attend.</p> <p>Reach out to educator if needing help or support during their office hours/during Zoom sessions, phone calls, emails, or Schoology interactions. (Educators will have office hours posted in their Schoology course and on educator website)</p>	<p>Follow the district Scope and Sequence. Have clear indications for learners what assignments are due and when they are due.</p> <p>Be creative in your lesson design and assessment practices to help support learner engagement.</p> <p>Attend regular PLC Collaborative Team Time meetings and reach out to Curriculum Team, Coaches and Administrators for support.</p>	<p>Ensure your child is following the class/school schedule for learning activities each day by checking Schoology and asking your child about their progress.</p> <p>Access Schoology grading or Home Access Center (HAC) to verify grades (4th and 5th grade).</p> <p>Contact educator if you have concerns about your child's progress or other questions.</p> <p>Communicate technology needs to CISD Help Desk.</p>	<p>Ensure classroom structures and structures in Schoology are supporting learning; learner progress is being made in Schoology.</p> <p>Analyze data reports for campus; ensure growth is being tracked and supports are put in place. Ensure RTI processes and documentation occurs for areas such as SPED, EL, 504, Dyslexia, GTI.</p> <p>Plan and lead campus meetings; provide training opportunities for educators.</p>

Dual Language Immersion (DLI) Program

Face to Face and Remote



How will the Dual Language Program work if my child is receiving..?

Face to face, in-person instruction	Remote, at-home distance learning
<p><i>(Full-time, in-person instruction on campus with heightened cleaning/disinfection protocols and district-provided technology)</i></p>	<p><i>(Full-time, asynchronous remote instruction with district-provided technology. Compared to the spring, this learning will also include more synchronous instruction elements– where a teacher is directly working with students in real time through video chat format – than distance learning this last spring.)</i></p>
<p>Language of instruction will follow the district’s language allocation guidelines per grade level:</p> <ul style="list-style-type: none"> • PK Dual Language: 90% of the instruction is provided in Spanish • K-1st Grade: One day English, one day Spanish • 2nd Grade: Two days English, two days Spanish, one day English. Following week: Two days Spanish, Two days English, one day Spanish. • 3rd-5th Grade: One week English, one week Spanish. 	<p>Language of instruction will follow the district’s language allocation guidelines per grade level:</p> <ul style="list-style-type: none"> • PK Dual Language: 90% of the instruction is provided in Spanish • K-1st Grade: One day English, one day Spanish (all content areas) • 2nd Grade: Two days English, two days Spanish, one day English. Following week: Two days Spanish, Two days English, one day Spanish. (all content areas) • 3rd-5th Grade: One week English, one week Spanish. (all content areas)
<p>Grade Level Educators from both DLI campuses (Wilson Elementary and Denton Creek) will collaborate and have access to all courses, instructional materials, and classes of that grade level in case one educator is absent.</p>	<p>Grade Level Educators from both DLI campuses (Wilson Elementary and Denton Creek) will collaborate and have access to all courses, instructional materials, and classes of that grade level in case one educator is absent.</p>
<p>Students receiving intervention, ESL, dyslexia, and/or speech services, etc. will receive the accommodations/minutes established in their instructional plan.</p>	<p>Students receiving intervention, ESL, dyslexia, and/or speech services, etc. will receive the accommodations/minutes established in their instructional plan. The specialist will contact the parents to let them know their schedule.</p>
<p>Learners will receive content assessments considering their language of instruction. They will also receive second language assessments to monitor their growth in English and/or Spanish</p>	<p>Learners will receive content assessments considering their language of instruction. They will also receive second language assessments to monitor their growth in English and/or Spanish</p>
<p>***Students that qualify for transportation services will continue riding the buses unless TEA establishes new safety procedures</p>	

Recommendations for Dual Language Immersion Families



- One of the keys for success in a Dual Language program is the fidelity that educators, learners, and parents give to the language of instruction. We are aware that many of our families are not native speakers of the second language that the student is learning, but we strongly encourage you to avoid translating for your child. Your educator will provide strategies as well as linguistic accommodations that you can use at home to support your child during the days that they are working in their second language.
 - A dual language program consists of at least 50% or more of the instruction and learning in Spanish. The more the parent can support the child to stay in the language, the better.
 - If you have any concerns about resources available for your child in their second language, please don't hesitate to contact your child's teacher. They are planning each unit considering and incorporating second language acquisition theory, resources, and strategies.
 - Continue using the platforms provided by the district, tools like iStation, Dreambox, and online books through Mackinvia are available in both languages and they are an excellent resource for you and your child.
 - Learning a language can be challenging; we encourage you to continue talking to your child about the importance of bilingual education and the many benefits that speaking two languages would bring to their lives.
 - It is ok to embrace struggle. Mastering academic and social skills in a second language takes an average of seven years. If your child is feeling overwhelmed, provide a break that involves a calming activity or place and try again later.
 - Make sure that once you commit to either face to face or distance learning for your child, you observe attendance and assignment protocols.
 - Maintain high expectations. Dual Language is an enriching experience for your whole family by providing constant shortcuts, switching to their dominant language, or simply giving up will make it more difficult for your child to value bilingualism, acquire the second language, and see it as a powerful tool in their futures.
-