

Ysleta ISD Online Learning Plan

INTRODUCTION

Remote/Online instruction is an alternative method of instruction that is conducted virtually when students are not on the campus to receive in person instruction. There are two methods of instruction as defined by the Texas Education Agency (TEA): **synchronous and asynchronous**. “Synchronous instruction is defined as two-way, real time, live, instruction between teachers and students, through the computer or other electronic devices or over the phone.” “Asynchronous instruction is defined as a curricular experience where students engage in the learning materials, on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. Both learning formats are designed to cover the required curriculum as outlined by TEA. The remote/online learning plan is an option that is afforded to all students. Although we anticipate that a majority of our students will engage in “in person” learning, in the event of extended school closure, the remote/online learning plan will be implemented for all students by the district. TEA guidance allows for “a mix of both synchronous and asynchronous remote/online instruction as all students at all grade levels need direct instruction and synchronous support from teachers.” The purpose of this remote/online learning plan is to act as a guide that defines the expectations and protocols to virtual learning for the 2020-2021 school year. The practices that are outlined in this document are based upon recommendations from TEA and CDC Guidelines. Should major changes arise, this document will be modified and adjusted as needed.

I. ATTENDANCE

Student Attendance

TEA has provided districts with new options for determining daily attendance. Districts that are utilizing synchronous instruction will have teachers document attendance at the designated “snapshot” period. In order to be marked “present” the student must log in at the official time period. Students who do not log in at the official time period will be marked absent. Teachers at the secondary level will take attendance at the “snapshot” period and will also take attendance for every class period to ensure credit. Districts that are utilizing asynchronous instruction will have teachers document attendance based on daily engagement measures. These measures include daily progress in the learning management system, such as Google classroom, daily teacher/student interactions and/or completion of assignments. As per TEA guidelines, students in grades pre-k-12 “need direct instruction and synchronous support from teachers.” Teachers in grades pre-k-12 may utilize asynchronous and synchronous learning simultaneously. However, pre-k-2nd grade students are not eligible to earn funding through synchronous instruction only. Asynchronous instruction must be provided for grades pre-k-2. Teachers will take attendance using the e-school plus system. Regardless of the learning format, all students are required to complete 75,600 minutes of instruction for the school year.

II. INSTRUCTIONAL SCHEDULE

Students must log on daily and followed their assigned campus schedule. Online Learning will be a combination of live, small-group, and self-directed activities, and requires the student to log on as scheduled in order to be counted present for attendance. Assignments are expected to be turned in on a daily basis

In order to maintain alignment and consistency with in-person instruction, the remote/online instructional schedule will follow the same structure/bell schedule as designed by the campus. This practice will ensure minimal disruption to instruction for all learners in the event of a school closure and all students will need to move to remote/online instruction.

A structured schedule lends itself to consistent and collaborative interactions between the teacher and the student. These collaborative interactions help build and develop positive relationships in the classroom (remote and in person). “Without collaborative skills and relationships it is not possible to learn and to continue to learn” (Fullan, 1993, p.18). It is vital for the instructional schedule to be predictable and fluid for the teacher and for the student. Therefore, when possible, students who are engaged in remote/online learning will be assigned a remote/online teacher that is separate from the teacher that is instructing solely in-person. We do recognize however, that this may not be possible due to potential closure, teacher certifications and campus size. Parent survey data will be used to support necessary adjustments.

TEA has required the use of a fully aligned curriculum to ensure all TEKS are covered by the end of the year. As a result, teachers will plan, create and implement instruction that is guided through the TCMPC TEKS Resource System (TEKS RS).

Teachers will be providing instruction through a Google Suite platform to include live lessons, recorded lessons, Nearpod lessons and Google slides. Students will be asked to log in to Google Meet or Zoom or Microsoft Teams in order to participate in the instruction and will be marked present for attendance purposes for synchronous remote/online learning.

Teachers will plan, create and implement instruction that is guided through the Texas Essential Knowledge Resource System (TEK RS).

Students that are receiving services such as special education, bilingual education, 504 accommodations, dyslexia, gifted and talented and Response to Intervention (RTI) will continue to receive services as indicated in the appropriate documentation such as an Individual Education Plan (IEP), a 504 plan and RTI plan. In addition, counseling services are available for students and parents that are in need of social, emotional and academic support.

Please see section VII Student Support for further details.

After a 9 week period, parents may opt to change the learning platform from remote/online to in-person instruction.

Start and End time for students and teachers:

Student Schedule (elementary):

7:30 a.m. - 2:45 p.m.

Teacher Hours:

7:30 a.m. - 3:30 p.m.

2:45 p.m. - 3:30 p.m. office hours

Student Schedule (secondary):

8:30 a.m. - 4:00 p.m.

Teacher Hours:

8:00 a.m. – 4:00 p.m.

Office hours will be daily during

PLC

Lab Office hours will be posted on the teachers Google classroom site. These office hours will be used to provide students with academic support and guidance. Teachers may also schedule students to meet with him/her to discuss any concerns that may arise during the school year. Although teachers will be provided with a daily conference period, parents are encouraged to make appointments to see teachers during lab hours. Lab hours will be daily for elementary teachers from 2:45-3:30. Secondary teachers will have daily lab hours during their designated

PLC time.

Sample Online Schedules

Elementary - PREK- 2nd grade

Reading/ Writing/ Social Studies (100 minutes)	60 minutes	Read aloud/Shared Reading
		Reading Mini-Lesson (I do) synchronous
		Guided Practice strategy (We do) asynchronous/synchronous
		Independent Practice (You do) asynchronous
	20 minutes	Word Study/Phonics
	30 minutes	Writing
	20 minutes	Embed SS TEKS
SEL, PE (20 minutes)	20 minutes	Mental Wellness and Physical
Math (60 minutes)	10 minutes	Number Sense
	60 minutes	Mini lesson (I do) synchronous
		Guided Practice strategy (We do) asynchronous/synchronous combo
		Independent Practice (You do) asynchronous
Science (30 minutes)	30 minutes	5E Lesson
Enrichment (30min)	30 min.	Fine Arts/ Intervention/ Acceleration

- Monday – Friday 7:30am – 2:45pm
- 75,600 instructional minutes are required by TEA.
- All students at all grade levels (including PreK-2) need direct instruction and structured (synchronous) support from teachers.
- Virtual Office hours begin at 2:45pm – 3:30pm, Monday - Thursday

Elementary- 3rd – 5th/6th grade

1 st	7:30am
2 nd	8:00am
3 rd	9:30am
4 th	11:00am

Lunch	30 minutes
5 th	12:15pm
6 th	1:00pm
7 th	2:00pm

- Monday – Friday - 7:30am – 2:45pm
- 75,600 instructional minutes are required by TEA.
- Lunch start time may vary based on grade level and alter 4th – 5th periods. Actual time will be reflected on students individual schedule.
- Virtual Lab Office hours begin at 2:45,

Middle School – 6th- 8th grade

1st	8:30am
2nd	9:20am
3rd	10:10am
4th	11:00am
Lunch	11:50am
5th Advisory	12:25pm
6th	12:45pm
7th	1:35pm
8th	2:25pm
9th	3:15pm

- Monday–Friday 8:30am – 4:00pm
- 75,600 instructional minutes are required by TEA.
- Lunch and Advisory can be switched to support multiple lunch shifts.
- Actual course start and end times will be reflected on individual student schedules.
- Virtual Lab Office hours will be posted in the students Google Classroom.

High School-9th -12th grade

1 st	8:30am
2 nd	9:22am
3 rd	10:14am
4 th / Lunch	11:11am
5 th / Lunch	11:58am
6 th	12:43pm
7 th	1:35pm
8 th	2:27pm
9 th	3:19pm

- Monday–Friday 8:30am – 4:06pm
- 75,600 instructional minutes are required by TEA.
- Actual course start and end times will be reflected on individual student schedules based on lunch period.
- Attendance will be taken during the first 5 minutes of each class.
- Virtual Lab Office hours will be posted in the students Google Classroom.

Role and Expectations of Stakeholders within remote/online learning

Teacher	Student	Parent
Communicate and deliver the instructional framework as outlined by the district in a synchronous and asynchronous model. Begin each class/period on time.	Follow the designated schedule as outlined by the campus. Log-in on time. Dress appropriately.	Consider creating a designated learning space for your child to comfortably learn and follow the designated schedule.
Prepare lesson plans (<i>in conjunction with in-person teacher</i>), instruct using a live technology option (i.e. video conference), and upload onto Google Classroom.	Be ready to learn: Participate in class and review the class material beforehand if needed. Show your face on the screen to engage with the teacher virtually.	Monitor completion of coursework.
Take daily attendance, grade assignments, and provide timely and effective feedback to student in the Google classroom.	Attend class daily. Turn in assignments on or before the designated due date. Upload assignments to demonstrate evidence of learning and attendance.	Adhere to YISD attendance and grading policies. Log on to the Home Access Center (HAC) on a consistent basis to monitor your child's progress and attendance.
Communicate to parents by providing positive comments and/or express concerns regarding student progress through email, phone and/or Remind Me/Class Dojo.	Take responsibility and advocate for your learning. Reach out for help. Attend lab hours as needed.	Maintain communication with your child's teacher through email, phone and/or Remind Me/Class Dojo.
Utilize lab hours to support and assist students with assignments. Assign lab days for students if needed. Lab hours will be posted on the teachers Google classroom.	Participate in lab hours to assist and support learning. Utilize lab hours to ask any questions regarding assignments and/or grades. Attend lab hours when assigned by the teacher.	Remind your child about the importance of lab office hours. Monitor to ensure that your child attends scheduled lab hours when needed.
Fridays: Teachers will participate in PLCs to plan, and/or attend professional development and/or provide student interventions when needed.	Fridays: Log in to the designated Google classroom for attendance purposes between 9am -10am. Engage, complete and upload the designated	Fridays: Ensure that your child has logged on to the Google classroom for attendance. Ensure that assigned coursework has been

	assignment for the day. Attend student intervention classes when assigned.	completed and uploaded. Ensure that your child has participated in assigned interventions when needed.
--	--	--

III. MATERIAL DESIGN

“One of the most significant factors that impacts student achievement is that teachers commit to implementing a guaranteed and viable curriculum to ensure no matter who teaches a given class, the curriculum will address essential content” (Marzano, 2003). Teachers are utilizing the Scope and Sequence that has been developed by TEKS RS and district instructional specialists. Adjustments and considerations have been made based on readiness and supporting standards. A gap analysis document has been developed to address targeted TEKS that will be covered throughout the school year. Lessons will review and reinforce previous learning. High school lessons will continue to cover the Texas Essential Knowledge and Skills (TEKS) students need to earn credit for the course. Lessons should include opportunities for interactive instruction (including options for student-family interactions), performance-based learning, videos, check-ins through Google Meet/Zoom/TEAMS, and exit tickets as a demonstration of understanding. Teachers and co-teachers will collaborate and make accommodations for necessary individuals. Teachers that work with students that need linguistic accommodations, 504 accommodations or IEP accommodations should utilize the web-based programs that have these built in accommodations. Students should be allowed to use text to speech, co-writer, supplemental aids, calculators, videos, etc... All students will have full access to several apps and programs that support online instruction specific to their needs and grade level through their district-issued Clever account. If teachers use printable materials, those materials should be modified to meet the student’s accommodations.

Remote/online assignments will be completed at home. Students should complete assignments independently so that teachers are aware of areas in which additional assistance is necessary for students. These assignments will be uploaded in Google classroom, scanned back to the teacher, or the parent can take a picture of the completed assignment and email it to the teacher. Teachers will be checking for participation through the completion of assignments. In asynchronous learning, a student is counted “present” when he/she successfully completes an assignment, is actively engaged in live online teaching or a combination of both. Therefore, it is imperative that a student interacts and/or completes an assignment in order to be marked present.

Assessments will be administered on a consistent basis in order to monitor student progress. Assessments will include common formative assessments (every 3 weeks), Istation (every month; grade prek-8), Imagine Math (after every unit; grades prek-8), Achieve 3000 (BOY, MOY, EOY; grades 6-12) and other anecdotal assignments that capture student progress and growth. “Frequent monitoring of each student’s learning is an essential element of effective teaching, and no teacher should be absolved from that task” (Dufour, 2010, p. 67).

Teachers are expected to post and upload assignments on a weekly basis through Google Classroom. In limited cases, some high school courses may utilize a different learning platform such as Blackboard or Edgenuity. Online textbooks and district learning programs will be accessible via Clever Single Sign-On. If a class has a co-teacher, both teachers should be included as “instructors” for the course.

IV. STUDENT PROGRESS

Student Monitoring and Support

Teachers will monitor student engagement and progress through virtual lessons. Lessons in grades pre-k-12 will be uploaded in Google classroom. In limited cases, some high school courses may utilize a different learning platform such as Blackboard or Edgenuity. On a daily basis the teacher will logon to Google Classroom and engage with students at designated start times. Student engagement will be measured in the following ways:

Daily Attendance	Daily Engagement
Using our E-School SIS system, we will take daily attendance.	Live interaction between the teacher and the student.
Google Classroom Meets Attendance function and/or Google Form	Students will upload a daily assignment to their Google Classroom or other respective app in their Clever login.

Grades PreK through 12th students will be marked present remote asynchronous. Daily attendance will be taken at snapshot times each day. For secondary students, daily attendance will be taken at the beginning of each class period to avoid loss of credit. Teachers will monitor and check for student engagement each day during their office hours and conference period. Students who are not actively engaged and do not have documentation of the assigned daily assignment(s) will be marked absent. Students will have until 11:59pm to submit assignments for teacher review. Teachers will have twenty-four hours to update attendance. Due to the participation success from Spring 2020, our students and parents were well-informed of their daily progress and engagement through our parent portal (EHAC). We will continue our attendance practices for Fall 2020.

Teachers will follow a scope and sequence that has been created through TEKS RS. Teachers, along with the support from district instructional specialists, have created lessons and assessments that are aligned to the scope and sequence. Teachers are using state adopted materials along with research based supplemental materials to support growth, progress and intervention for various learning styles in each content area. In addition, supplemental programs such as Istation and Imagine Math are being used to progress monitor students in grades Prek-8 in Reading and Math. CIRCLE CLI Engage is used to support students in prek. These programs are adaptive and teachers can run usage reports and get student progress data from the reports.

Based on the results of these assessments, program data, and teacher input, students are placed in academic tiers. Students that fall in Tier 2 and Tier 3 will be provided additional resources by the classroom teacher as guided through the Response to Intervention Committee, otherwise called

RTI. Students may be asked to attend synchronous intervention classes throughout the week as needed (Advisory, support classes, etc.). These sessions may take place before or after school hours to include Friday. The district has adopted an intersessional calendar which will allow additional time for teachers to work with students that need interventions in order to close the learning gap. These students will be identified based on data from several data points, including but not limited to those already listed. Intersession has been schedule in October 2020 and March 2021.

Daily office hours in addition to regular conference hours have been provided to ensure teachers have a way of communicating progress with parents. Parents and students have an opportunity to check progress and attendance through our EHAC Parent Portal.

In order to plan effectively teachers are utilizing several planning tools to guide instructional lessons. These tools may include but not limited to the Year at a Glance (YAG), Instructional Focus Document (IFD), TEKS scaffold document, academic vocabulary and a list of stimulus activities from Lead4ward to address the rigor and learning expectations that students must know in order to be successful at every grade level. Progress monitoring reports such as the quintile report will be used to tier students in order to provide adequate interventions. These reports are generated through Eduphoria and with assistance from the District's Assessment, Research, Evaluation and Accountability (AREA) department.

During the professional learning community (PLC) meetings on Fridays, teachers will use data to analyze student growth and progress and make adjustments to the instruction in order to meet the needs of students. Planning and collaborating with one another will allow teachers to assess students that are "getting the material and students that are not." Instructional adjustments will be made to ensure that students are not going backwards.

Teachers will monitor student work and assignments and provide feedback in a timely manner through the Google classroom. Teachers will reach out to students who do not submit an assignment. If the teacher is unable to get in contact with the student or guardian, an administrator will communicate to the family. If this is unsuccessful, a home visit, if permitted per CDC and EPHD guidelines, will be scheduled. The campus will schedule a daily recurring email or phone call to parents/guardians as a reminder that remote/online learning is taking place. Teachers will also send out weekly communication and lesson reminders to all enrolled students through Remind, Google Classroom or Class Dojo.

As recommended by the TEA (Texas Education Agency) the district has the authority to implement grading practices that are outlined in local policy. Therefore, grades shall be assigned by the classroom teacher that reflect mastery of the student expectations within the state mandated curriculum. Numerical grades will be recorded in the learning management system. Progress reports will be issued after every three weeks and report cards will be issued at the end of the 9-week period.

Remote Tutorials/Support

YISD recommends "live" tutorial times from the teacher using Google Hangouts Meet, or MicroSoft Teams. Emails, Google Classroom, Class Dojo, and Remind are also good options to support student learning and address student or parent questions. Teachers and administrators will utilize Blackboard, Peach Jar and social media as the preferred method of communication with

parents.

The current GEAR UP Cohort (Grade 9) will have online tutoring at Tutor.com. In addition, student tutors from the 21st Century program will be available to support middle school students at selected middle school sites.

V. IMPLEMENTATION

Professional development is an ongoing process that helps support the teaching and learning in the classroom. Professional development gives teachers the opportunity to self-reflect and to enhance their craft in order to provide effective and relevant instruction. Based on a survey that was issued at the end of the Spring 2020 semester, several professional development sessions have been provided to all teachers. Teachers attended professional development over Summer 2020 and will continue to participate throughout the school year. District and campus administrators are expected to provide research based professional development that addresses staff and student learning and achievement needs.

Fridays have been designated as asynchronous learning for all students (to include in-person learners). Therefore, students will be working on lessons that have been uploaded to the Google classroom. Teachers will be working remotely on Fridays to plan and create lessons for the following week. Teachers are expected to unpack and analyze standards in order to develop cohesive and effective lessons. Teachers may also attend personalized professional development that will target areas of need as deemed by the district and/or campus. District departments and personnel have created links and YouTube channels for “just in time” training that all teachers and campus leadership teams will have access to. Student interventions may also be conducted on Fridays if deemed necessary by the campus.

The District has provided all teachers and students in grades prek-12 with a device. Teachers were provided with a computer in 2019 and students were issued a Chromebook in 2015. A technology refresh was approved in 2019 and new devices will be distributed to students in the Fall 2020. At each campus an Innovative Technology Support Teacher (ITS) is a member of the campus leadership team. The ITS are used to support the instructional implementation and how to leverage technology for teachers and students.

The following platforms are available to use for video conferencing:

- Google Hangouts/Meet
- Microsoft TEAMS
- Zoom

The following trainings have been provided to teachers and will continue throughout the year:

- Google Meets Overview and Add-ons
- Sharing Rules on Google
- Google Classroom Best Practices
- Creating videos
- Nearpod App Smashing
- Digital Whiteboard
- Google Draw
- Ebooks and Audiobooks

- Flipgrid
- EdPuzzle
- Bulb
- Minecraft
- Microsoft Teams
- Khan Academy
- Screencastify
- Access your drive with snap and read
- Google forms for assessments

As a District we will continue to monitor and reflect on the effectiveness of the technology platforms used and the impact on instruction for students, teachers and the district. Weekly leadership meetings have become the norm since April 2020 and will continue throughout the 2020-2021 school year.

Teachers and parents have been provided access to resources on the following webpages that have been created by Innovative Learning.

<https://sites.google.com/yisd.net/online-learning-resources/home>

<http://bit.ly/yisdlearning>

It is strongly recommended that remote/online lessons include videos for introducing new content (when applicable) as much as possible. Not all material lends itself to video instruction; however, learning new concepts without a visual can be challenging for students.

Videos may be made by the teacher or pulled from online sources if the video is consistent with the content needed for the TEKS and critical content. Examples of interactive video interfaces that may be used include, but are not limited to: PPT voice over, Khan Academy, Nearpod, and Flipgrid.

Students in grades prek-12 have a district provided device. A survey was conducted in the Summer 2020 asking parents if they needed internet access. The information from the survey will be used to purchase and provide hot spots for the household. An application process will be used to distribute hotspots. Parents will be asked to attend a training regarding usage and expectations. If a student needs a new device, campuses will organize a device pick up schedule and process that will be shared with parents.

Parents will have access to training documents/videos. These items are available on the district webpage. Additionally, information will be shared out by the district via email to all parents. Teachers are encouraged to share these with their students and parents. Tutorials are available for parents on our parent support website (<http://bit.ly/yisdparentslearning>).

VI. ADMINISTRATOR EXPECTATIONS DURING DISTANCE LEARNING

Campus administrators (principal and assistant/counselor) should be available during regular

business hours Monday-Friday. During this time, he/she should be available to students, parents, staff/campus collaboration as needed and scheduled.

Campus Administrators and Instructional Integrity

Campus administrators will ensure instruction is being provided by:

- Scheduling, attending, and planning with campus and district teams.
- Maintaining meeting records and other evidence of instruction in a Google Campus file.
- Ensuring students and teachers have access to codes for online learning platforms (ensure teachers post codes to teacher websites).
- Providing weekly updates/communication to campus staff via email.
- Collaborating with security and custodians to monitor and check their campus as deemed necessary by district leadership.
- Being available to plan for student return.
- Coordinating/Communicating opportunities for parents to withdraw, enroll, and sign technology release agreements for students on their campus (as needed).
- Provide parents with different options on how to return completed work that is not web-based (scan, take a picture then email, etc.).
- Offering opportunities for teachers to access training necessary to facilitate online instruction.
- Ensuring that online classrooms have been established and monitor fidelity.

Additional Principal Expectations

- Develop a plan to ensure long-term subs/new hires receive assistance with lesson design and assignment development with creating a Google Classroom for their students.
- Principals will maintain records of PLC agendas/lesson plans, resource sharing, student participation/attendance records, etc.
- Attend meetings as directed.
- Coordinate weekly leadership PLCs with campus leadership teams.
- Ensure the unpacking of standards and the analysis of curricular resources to include assessments.
- Regularly monitor the quality of lesson plans and provide feedback.
- Conduct regular walkthroughs and observations that include feedback using a research based instructional rubric.
- Coordinate and participate in instructional round tables as defined by the District.
- Coordinate meetings that will ensure contact with all employees on campus.
- Principal will ensure support staff (interventionist, librarian, instructional technologist, etc...) are scheduled to attend and provide grade level support as appropriate.
- Principals will provide a weekly update/communication to campus staff and parents.
- Any common district communication to parents/community will come from the superintendent.

VII. STUDENT SUPPORT

Remote/online Learning will continue to support students in any required service.

Special Education

Resource/Inclusion Teachers

All inclusion/Resource teachers are expected to work in collaboration with their general education Teachers to plan and prepare lessons. This includes planning together to ensure that accommodations

and modifications are embedded within the lesson; providing access to the IEP; and providing support and instruction to general education teachers so that they understand the required accommodations and modifications within the context of the virtual environment. In addition they can contact parents and provide pre-teach activities or reteach the lesson (as that would be a normal function of a Co-Teacher and/or Support Facilitator). As an inclusion teacher, they are expected to continue providing individual support for parents and students to work through some of their homework assignments as well.

If a teacher is responsible for a resource class, they are held to the same expectation as all core teachers. They must develop lessons for the students who are enrolled in their class. In addition, they should be offering support for parents to work through some of their homework assignments.

Resource/Inclusion Paraprofessionals

Most of our paraprofessionals assist in a general education classroom therefore, if they have access to Technology, they should be included by joining the virtual class. This will take planning and collaboration with the Resource/Inclusion teacher and general education teacher so that they understand their role in assisting within the lesson. They may also assist in helping to prepare materials or assist in Providing accommodations. They too can contact parents.

Self-Contained Teachers

Self-contained teachers are responsible for contacting parents and providing instruction like any other classroom teacher. Teachers have access to the multiple resources including Unique Learning System and Readtopia. They have received training on multiple occasions in both applications. These resources provide teachers with lessons that can be downloaded and presented via virtual platforms. The resources and lesson provided through Unique are appropriate for their student's cognitive level. In addition, teachers should support via consultation to ensure that parents understand how to access these resources and modify for those students who may require more hands on supports. It is important that teachers reach out to parents and identify needs so that they can effectively provide these lessons.

Self-Contained Paraprofessionals

Paraprofessionals can be available to assist students after the teacher has provided instruction. They Should be available to assist teachers during the lesson by joining in the virtual classroom if possible. Alternatively, they can assist the teacher in developing materials for the lesson; in contacting parents; and in maintaining documentation.

Additional Information

All of our special education teachers continue to be responsible for making decisions on a case By case basis, considering the individual needs of each student. Collaboration and planning with Their PLCs is paramount to their role in supporting students.

All supports should be documented so that they can show efforts in meeting service time. Documentation may be done in a variety of ways and in the method preferred by the teacher.

All teachers must continue to send ARD notices. Diagnosticians will schedule and set up the Virtual meetings.

All self-contained teachers will have a virtual program meeting. The SPED Department instructional specialists and coordinators will continue to provide assistance with resources and instructions on accessing lessons.

English Learners

TEA has stated if a district continues to provide educational opportunities to the general student population during the closure, the school must ensure that English learners also have equal access to the same opportunities. Therefore, all ELs participating in Dual Language Programs or ESL Programs will continue

receiving support through their certified classroom teacher in accordance with the assignments and lesson development addressed above. All digital applications and programs that were previously provided to ELs will continue. Those that do not have access to technology will be afforded the opportunity to apply for hot spots. Additional linguistic supports will be provided as needed through a certified bilingual or ESL teacher in direct alignment with TAC Chapter 89. Additional professional development and considerations for ELs during at home instruction will be provided during coaches meetings and PLCs.

Dyslexia

All students identified with dyslexia will continue to receive instruction in Wilson/Esperanza by their Interventionist/Dyslexia Reading Teacher, either one to one or by group via Google Meets. All students will also receive virtual accommodations/modifications in all content areas.

GT

GT Coordinators will continue reviewing and utilizing district identified testing protocols for identifying new GT students which may or may not have been interrupted by the COVID-19 school closures.

Elementary: All identified Gifted & Talented (GT) students will continue to receive enrichment activities and lessons by their campus GT Coordinator via various technological platforms such as Google Classroom, Nearpod, and Padlet.

Secondary: All identified Gifted & Talented students will continue to receive services in Pre AP/AP/Dual Credit classes.

RtI

Any student that is currently identified as a struggling learner by their campus Response to Intervention (RtI) Committee will continue to receive additional instructional support by an experienced and well-trained teacher that addresses target skill deficits in students, via distance learning opportunities. Students will continue to be closely monitored at each stage of the intervention process and instruction will be adapted to meet the needs of each individual student. Parents will be notified by the campus informing them of the RTI services that will be provided to their child.

Dual Credit and Early College High School

All dual credit students will continue to follow the guidelines and timeline provided by El Paso Community College. Students will submit work to their face-to-face teacher using an appropriate learning platform or to their online instructor through Blackboard. Students will also continue to follow the learning schedule and timelines of EPCC. More information can be found at the following link:

<https://www.epcc.edu/Media/Lists/News/Article.aspx?ID=187>

Counseling

Individual Support Plans (behavior)

- Parents may reach out to a counselor regarding their child's behavior. Counselors will work in conjunction with the parent and teachers to develop an appropriate plan to support their child (creating a daily schedule at home, behavior chart, etc.).
- Counselors can utilize virtual platforms to connect with students, parents, and staff (Google Voice, GoToConnect). Google Voice is the platform that has been recommended for counselors to communicate with students and parents.

Online Resources for Students & Parents

Daily office hours in addition to regular conference hours have been provided to ensure teachers have a way of communicating progress with parents. Parents and students have an opportunity to check progress and attendance through our EHAC Parent Portal.

We recognize how vital it is to provide resources, support, guidance and services to our parents and students given the worldwide impact of COVID-19. While this may be a little different than face to face, the district will provide this service via remote/online means. Below are the links to specific information:

- www.yisd.net
- <https://www.yisd.net/Page/15805>
- <https://sites.google.com/yisd.net/parentlearning/thedistricthome-parents?authuser=0>

Additional resources have been uploaded for parents that can be used to help work and support their child throughout the year. In addition, counselors have been provided resources that they can share with parents, students and teachers to assist during remote/online learning. Counselors will also assist parents and students with Financial Aid. More information regarding this process will be shared throughout the school year.

As outlined above, district staff will continuously monitor “Ask The District” to respond to parent questions in a timely manner. Announcements and resources for parents will be posted on Back to School Central, PeachJar, Blackboard and relevant district-wide progress and news will be released through social media and the YISD.net website. The Ysleta ISD Family and central office departments will partner with campus leaders to provide the following support and resources to our families:

- Distributing additional resources and support to each campus i.e., school supplies for students
- Identifying health and human services support for families in need
- Increasing school staff capacity to effectively connect, engage, and partner with families
- Creating opportunities for parent leaders to engage directly with the Superintendent to inform and validate district strategies
- Developing more systems and opportunities for parents to be active partners at the campus level

Parent Engagement Nights will be provided at each campus for ongoing support and training. Additionally, there will be dedicated time within teacher’s daily office hours to support the needs of individual parents

Direct Services

- **Student/ Parent Counseling Check-in Form**

A Counseling "Check-In" Form has been developed (Elementary and Secondary in both English and Spanish) which is made available on every campus homepage for parents and students to access. The link is also made available on the district parent resource page as well. Counselors will be reaching out to students and parents as well to check in their social and emotional well-being.

- Counselors will utilize virtual platforms to connect with students, parents, and staff (Google Voice, GoToConnect). Google Voice is the platform that has been recommended for counselors to speak to students and parents.

Indirect Services Referrals/Consultation/Collaboration

- **Consultation/Collaboration**

- Counselors that are the campus 504 Coordinator will work closely with the necessary campus personnel and the Special Education Department. 504/ARD meetings are being conducted utilizing virtual platforms at each respected campus.
- Counselors will call, email, or use “Check-In” forms to communicate and to provide the necessary support to students, parents, and campus staff.

- **Community Referrals**

- The El Paso Child Guidance is utilizing Tele-Conferencing/Tele-Health.
- YISD Comprehensive Care Clinic, located at 300 Vocational (next to Riverside HS) is open from 8 am to 4 pm Mon. thru Fri. Parents can call 915-434-7200, however, at this time no walk-ins are allowed. Appointments need to be made before going to the clinic. The services are primarily done by phone and Skype for those families that are needing the services. At this time the License Professional Counselor (LPC) will continue to work with current clients and work with waiting list referrals.