Attestations

Instructional Schedule

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

Materials Design

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

Student Progress

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

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

Implementation

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

Open Responses

Key Requirement Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Include sample daily schedules for students by grade band

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	This varies by grade level. In Pre-K, students will receive at least 90 minutes of curriculum-aligned instruction daily. This includes 10 minutes of Moving and Learning, 15 minutes of Read-Aloud Social Studies, 25 minutes of Literacy, 25 minutes of Math, and 15 minutes of Science. In Grades K-5, the students will receive at least 180 minutes of curriculum-aligned instruction daily. This includes 60 minutes of ELAR, 60 minutes of Math, 30 minutes of Social Studies and Science, and 30 minutes of Specials (Art, Music, and/or PE). In Grades 6-12, their curriculum-aligned instruction will match their daily schedule. Since both the Middle School and High School campuses are on an 8 period schedule, at least 30 minutes of instruction per class period will be provided daily in order to meet the necessary 240 minutes. All this can be viewed in greater detail in the BRISD Asynchronous Plan for Learning attachment under the Instructional Schedule section.
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?	As outlined in the first question, Blue Ridge ISD will ensure at least 90 minutes of instruction is provided in Pre-K, 180 minutes in Grades K-5, and 240 minutes in Grades 6-12. Of course, these are minimum numbers. Teachers may design lessons that are longer than the respective allocated times, but not shorter. All Lesson Plans are reviewed weekly by campus principals, who report their findings to the Director of Curriculum and Instruction.
What are the expectations for teacher/student interactions?	As outlined in the Instructional Schedule, core teachers are expected to meet at least weekly with students to provide academic feedback. Teachers will post office hours consistent with their daily 45 minute conference period, but may choose to offer additional hours during the 7:30am - 4:30pm daily window. The Blue Ridge ISD Student Handbook requires teachers to give students feedback on any assignment completed and turned in within five school days. Students learning asynchronously shall expect that same turnaround time regarding assignments. Feedback to students is expected to be given in a variety of ways, including through Google Meet, Screencastify, email, and phone call. Google Meet and Screencastify (with picture in picture) are the preferred methods to provide feedback due to the ability of the teacher to show students their work and comment as the work is on the screen. Moreover, students are encouraged to utilize the same methods to ask questions of their teachers.
How will teacher/student interactions be differentiated for students with additional learning needs?	In order to accommodate the needs of special education, each campus' special education teacher(s), will post daily office hours consistent with her 45 minute conference period. Further, special education instructional aides will be made available during the school day to assist classroom teachers when giving feedback and/or during intervention conferences. Blue Ridge ISD ESL Coordinator, Anna Miller, will schedule daily virtual sessions with ESL students who choose to learn asynchronously. Dyslexic students who are learning asynchronously will continue to work their way through the program utilized by the district. Blue Ridge ISD Dyslexia Coordinator, Leslie Patterson, will schedule daily sessions with dyslexic students to ensure therapy continues as scheduled. Regardless of learning at school or asynchronously, student modifications/accommodations will be followed. Blue Ridge ISD plans on working with students based on individual skills, which means that extension activates must also be considered as appropriate. Both interventions and extensions can be found on teacher Lesson Plans – regardless of learning at school or at home.

Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	Pre-K	FrogStreet	CIRCLE Math	Yes	"Differentiated learning strategies and materials for a full range of learners include grouping strategies and scaffolding. *Adaptations for Young Learners Teacher Guide*, exclusive to FSPK, is an additional teacher guide targeting literacy, math, and integrated learning centers for learners not ready for the four year old program."	"English Language Learner instruction in FSPK incorporates research in second language acquisition with classroom strategies for the Natural Approach, Total Physical Approach and Cooperative Learning. Materials and resources include pronunciation keys for five languages, full color photographs and strategies at point of use for whole group, small group and learning center activities." Asynchronous students are scheduled for conferencing with the ESL Coordinator.
Math Instructional Materials	K-1	HMH GoMath	IStation Math	Yes	GoMath is a provides research-based scaffolding practices revolving around the Gradual Release Model which allow teachers to meet students where they are. The majority of Asynchronous support will be provided though teacher interaction and via IStation Math interventions.	Vocabulary resources are embedded for English Learners. Instructional supports are embedded for English Learners. Asynchronous students are scheduled for conferencing with the ESL Coordinator.
Math Instructional Materials	2-5	Sharon Wells Math	IStation Math & District Formative Assessments	Yes	The majority of Asynchronous support will be provided though teacher interaction and via IStation Math interventions.	Vocabulary resources are embedded for English Learners. Instructional supports are embedded for English Learners. Asynchronous students are scheduled for conferencing with the ESL Coordinator.

Math Instructional Materials	6-8	HMH GoMath & Maneuvering the Middle	District Formative Assessments	Yes	GoMath is a provides research-based scaffolding practices revolving around the Gradual Release Model which allow teachers to meet students where they are. The majority of Asynchronous support will be provided though teacher interaction and via IStation Math interventions.	Vocabulary resources are embedded for English Learners. Instructional supports are embedded for English Learners. Asynchronous students are scheduled for conferencing with the ESL Coordinator.
Math Instructional Materials	9-12	Edmentum Courseware	District Formative Assessments & Embedded Unit Assessments	Yes	Courseware provides multiple learning pathways based on student ability to achieve content mastery, and also provides ample assessment styles throughout the course to monitor student mastery and provide remedial instruction when needed. (Marzano Research Lab study 2016)	Vocabulary resources are embedded for English Learners. Instructional supports are embedded for English Learners. Asynchronous students are scheduled for conferencing with the ESL Coordinator.
ELA Instructional Materials	Pre-K	FrogStreet	CIRCLE Reading	Yes	"Differentiated learning strategies and materials for a full range of learners include grouping strategies and scaffolding. *Adaptations for Young Learners Teacher Guide*, exclusive to FSPK, is an additional teacher guide targeting literacy, math, and integrated learning centers for learners not ready for the four year old program."	"English Language Learner instruction in FSPK incorporates research in second language acquisition with classroom strategies for the Natural Approach, Total Physical Approach and Cooperative Learning. Materials and resources include pronunciation keys for five languages, full color photographs and strategies at point of use for whole group, small group and learning center activities." Asynchronous students are scheduled for conferencing with the ESL Coordinator.
ELA Instructional Materials	K-5	Pearson myView	IStation Reading Fountas & Pinnell Reading Levels Leveled Literacy Intervention District Formative Assessments	Yes	Differentiated supports are embedded within the Program. Students will meet virtually with teachers for F&P assessments. Students who need additional support with receive it through both IStation and teacher-led Leveled Literacy Intervention (LLI).	Vocabulary resources are embedded for English Learners. Instructional supports are embedded for English Learners. Asynchronous students are scheduled for conferencing with the ESL Coordinator.

ELA Instructional Materials	6-8	HMH IntoLiterature	District Formative Assessments	Yes	Differentiated supports are embedded within the program. Students will meet virtually with teachers after formative assessments. Students who need additional support with receive it through teacher-led virtual intervention groups. Special Education teachers and paraprofessionals are available to meet virtually as well.	Vocabulary resources are embedded for English Learners. Instructional supports are embedded for English Learners. Asynchronous students are scheduled for conferencing with the ESL Coordinator.
ELA Instructional Materials	9-12	Edmentum Courseware	District Formative Assessments & Embedded Unit Assessments	Yes	Courseware provides multiple learning pathways based on student ability to achieve content mastery, and also provides ample assessment styles throughout the course to monitor student mastery and provide remedial instruction when needed. (Marzano Research Lab study 2016)	Vocabulary resources are embedded for English Learners. Instructional supports are embedded for English Learners. Asynchronous students are scheduled for conferencing with the ESL Coordinator.
Science Instructional Materials	Pre-K	FrogStreet	Embedded Assessments	Yes	"Differentiated learning strategies and materials for a full range of learners include grouping strategies and scaffolding. *Adaptations for Young Learners Teacher Guide*, exclusive to FSPK, is an additional teacher guide targeting literacy, math, and integrated learning centers for learners not ready for the four year old program."	"English Language Learner instruction in FSPK incorporates research in second language acquisition with classroom strategies for the Natural Approach, Total Physical Approach and Cooperative Learning. Materials and resources include pronunciation keys for five languages, full color photographs and strategies at point of use for whole group, small group and learning center activities." Asynchronous students are scheduled for conferencing with the ESL Coordinator.
Science Instructional Materials	K-4	ScienceFusion	District Formative Assessments & Embedded Unit Assessments	Yes	Virtual and digital labs are available. These labs include tips for modification. The Gradual Release model is supported through inquiry lessons that are differentiated through scaffolding.	Vocabulary resources are embedded for English Learners. Instructional supports are embedded for English Learners. Asynchronous students are scheduled for conferencing with the ESL Coordinator.

Science Instructional Materials	5-8	STEMscopes	District Formative Assessments STEMscopes Student Data	Yes	Differentiated supports are embedded within the program. Students will meet virtually with teachers after formative assessments. Students who need additional support with receive it through teacher-led virtual intervention groups. Special Education teachers and paraprofessionals are available to meet virtually as well.	Vocabulary resources are embedded for English Learners. Instructional supports are embedded for English Learners. Asynchronous students are scheduled for conferencing with the ESL Coordinator.
Science Instructional Materials	9-12	Edmentum Courseware	District Formative Assessments & Embedded Unit Assessments	Yes	Courseware provides multiple learning pathways based on student ability to achieve content mastery, and also provides ample assessment styles throughout the course to monitor student mastery and provide remedial instruction when needed. (Marzano Research Lab study 2016)	Vocabulary resources are embedded for English Learners. Instructional supports are embedded for English Learners. Asynchronous students are scheduled for conferencing with the ESL Coordinator.
Social Studies Instructional Materials	Pre-K	FrogStreet	Embedded Assessments	Yes	"Differentiated learning strategies and materials for a full range of learners include grouping strategies and scaffolding. *Adaptations for Young Learners Teacher Guide*, exclusive to FSPK, is an additional teacher guide targeting literacy, math, and integrated learning centers for learners not ready for the four year old program."	"English Language Learner instruction in FSPK incorporates research in second language acquisition with classroom strategies for the Natural Approach, Total Physical Approach and Cooperative Learning. Materials and resources include pronunciation keys for five languages, full color photographs and strategies at point of use for whole group, small group and learning center activities." Asynchronous students are scheduled for conferencing with the ESL Coordinator.
Social Studies Instructional Materials	K-5	Embedded into Pearson myView Discovery Streaming	District Formative Assessments & Embedded Assessments	Yes	Differentiated supports are embedded within the program. Students who need additional support with receive it through teacher-led virtual intervention groups. Special Education teachers and paraprofessionals are available to meet virtually as well.	Vocabulary resources are embedded for English Learners. Instructional supports are embedded for English Learners. Asynchronous students are scheduled for conferencing with the ESL Coordinator.

Social Studies Instructional Materials	6-8	McGraw Hill Social Studies	District Formative Assessments & Embedded Unit Assessments	Yes	Differentiated supports are embedded within the program. Students who need additional support with receive it through teacher-led virtual intervention groups. Special Education teachers and paraprofessionals are available to meet virtually as well.	Vocabulary resources are embedded for English Learners. Instructional supports are embedded for English Learners. Asynchronous students are scheduled for conferencing with the ESL Coordinator.
Social Studies Instructional Materials	9-12	Edmentum Courseware	District Formative Assessments & Embedded Unit Assessments	Yes	Courseware provides multiple learning pathways based on student ability to achieve content mastery, and also provides ample assessment styles throughout the course to monitor student mastery and provide remedial instruction when needed. (Marzano Research Lab study 2016)	Vocabulary resources are embedded for English Learners. Instructional supports are embedded for English Learners. Asynchronous students are scheduled for conferencing with the ESL Coordinator.

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

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	The majority of the programs listed above have digital access built in. Since Blue Ridge ISD is a 1-to-1 technology district, teachers are already trained on how to enhance their lessons with technology. This knowledge will prove valuable when designing lessons that require adaptation of a curriculum resource. Teachers are also encouraged to utilize Texas Home Learning 3.0 in order to assist with designing lessons for students learning from home.
What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?	In order to accommodate the needs of special education, each campus' special education teacher(s), will post daily office hours consistent with her 45 minute conference period. Further, special education instructional aides will be made available during the school day to assist classroom teachers when giving feedback and/or during intervention conferences. Blue Ridge ISD ESL Coordinator, Anna Miller, will schedule daily virtual sessions with ESL students who choose to learn asynchronously. Specific supports to be provided is dependent upon the needs of each individual student, as well as the decisions made in both the ARD and LPAC meetings.

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

Component	Explanation
What is the expectation for daily student engagement?	As outlined earlier, lessons are designed for students to work at least 90 minutes in Pre-K, 180 minutes in Grades K-5, and 240 minutes in Grades 6-12. However, similar to in person instruction, based on the content some students will finish earlier than expected and some will take longer. Students are expected to work through these lessons daily. Occasionally, students will be asked to login and participate with their classmates in real time. As is the case with in person learning, some assignments will be completed for practice and some will be completed for a grade. The expectation is that any assignment given by a teacher to asynchronous students will match the due date/completion window/etc. of those students learning at school with the same assignment.
What is the system for tracking daily student engagement?	Teachers in Blue Ridge ISD have a one-week window to mark a student present or absent for asynchronous instruction. We realize that there are two distinctly different ideals working together: task completion for engagement requirements and actual teaching and learning. With all this said, Blue Ridge ISD teachers and principals will focus on teaching and learning. We believe that as long as the focus stays on teaching and learning, teacher feedback and tracking of student progress must occur. Therefore teachers will check at least the next day to see if students have engaged in learning the previous day (since students have until midnight to complete assignments for the day).
How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?	As outlined earlier with minute requirements and Lesson Planning expectations, teachers design lessons that meet the minute requirements, then principals verify and provide feedback to those plan weekly. Teachers pull students for tutoring, small groups, etc. at least once a week in person, so that expectation has been rolled forward to asynchronous learning as well. What makes asynchronous learning more difficult is the principal to teacher feedback component that occurs during in person learning. Principals will have to give teachers feedback based on what already happened in the asynchronous environment as opposed to what is happening in the in person environment.
What is the system for tracking student academic progress?	Student academic progress will still be tracked asynchronously the same way progress is tracked in person: Pre-K: CIRCLE Assessment BOY, MOY, EOY Grades K-5: IStation Math and Reading each month; F&P BOY, MOY, EOY Grades 2-11: BRISD Formative Assessment for core classes with the Response to Assessment process in place (See the attached BRISD Asynchronous Learning Plan for more information)
What is the system for providing regular (at least weekly) feedback to all students on progress?	As outlined in the Instructional Schedule, core teachers are expected to meet at least weekly with students to provide academic feedback. Teachers will post office hours consistent with their daily 45 minute conference period, but may choose to offer additional hours during the 7:30am - 4:30pm daily window. The Blue Ridge ISD Student Handbook requires teachers to give students feedback on any assignment completed and turned in within five school days. Students learning asynchronously shall expect that same turnaround time regarding assignments. Feedback to students is expected to be given in a variety of ways, including through Google Meet, Screencastify, email, and phone call. Google Meet and Screencastify (with picture in picture) are the preferred methods to provide feedback due to the ability of the teacher to show students their work and comment as the work is on the screen. Moreover, students are encouraged to utilize the same methods to ask questions of their teachers. (See the attached BRISD Asynchronous Learning Plan for more information)

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

Include a sample educator professional development schedule.

Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
How will both initial and ongoing, job-embedded educator development opportunities occur?	Per the schedule in the attached BRISD Asynchronous Learning Plan, professional learning designed around asynchronous instruction have occurred and will occur on August 3, 4, 5, 7, 10 & 12, 2020; September 28, 2020; October 16, 2020; January 5, 2020; and February 15, 2020. Ongoing learning occurs as needed based on teacher and administrative feedback/needs. This ongoing learning will be provided by before and after school sessions, "Lunch and Learns," specific meetings during conference periods, etc.
How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?	Asynchronous curriculum and in person curriculum are the same. Therefore, the continued use of campus-based vertical PLCs have been and will continue to be designed around developing content knowledge and experience. Due to the small size of our district, only a few grade level PLCs can dip into subject-specific content knowledge because the majority of teachers in Blue Ridge ISD are the only teacher assigned to their respective subject. With respect to data analysis, Blue Ridge ISD will be leading a Response to Assessment training September 28, 2020 which will cover in detail what data to utilize, how to utilize the data, and how lesson design and instruction must be adjusted based on data analysis.

Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
How will you communicate the expectations for asynchronous instruction to families?	Blue Ridge ISD utilized a series of social media posts, phone calls, and letters to communicate expectations to families. Further, Blue Ridge ISD hosted a virtual Meet the Teacher day August 11, 2020 and also offered parents two opportunities to come pick up technology (August 11th and 12th, 2020). During these pick-up times, the Director of Instructional Technology explained how to use the technology they were picking up. Teachers developed "how to" videos which were sent to students the first two days of instruction in August.
What are the expectations for family engagement/support of students?	As outlined in the Instructional Schedule, core teachers are expected to meet at least weekly with students to provide academic feedback. Teachers will post office hours consistent with their daily 45 minute conference period, but may choose to offer additional hours during the 7:30am - 4:30pm daily window. The Blue Ridge ISD Student Handbook requires teachers to give students feedback on any assignment completed and turned in within five school days. Students learning asynchronously shall expect that same turnaround time regarding assignments. Feedback to students is expected to be given in a variety of ways, including through Google Meet, Screencastify, email, and phone call. Google Meet and Screencastify (with picture in picture) are the preferred methods to provide feedback due to the ability of the teacher to show students their work and comment as the work is on the screen. Moreover, students are encouraged to utilize the same methods to ask questions of their teachers. Blue Ridge ISD is also currently working on an Asynchronous FAQ site and a virtual Helpdesk for parents and students. (See the attached BRISD Asynchronous Learning Plan for more information)
What additional supports, training, and/or resources will be provided for families who may need additional support?	Twice a month, campuses are expected to host continued training for parents and students who are learning asynchronously. Feedback provided to teachers and principals will drive the focus of these learning opportunities. Along with this, teachers will be utilizing resources found in the Asynchronous Learning Plan during their classroom instruction in order to prepare students to seamlessly adjust to remote learning in the event of face to face school closure.