

TO: Asynchronous Plan Review Committee

FROM: Brian D. Moore, Lamar CISD, Director of Research, Assessment, & Accountability

RE: Asynchronous Plan Submission

September 18, 2020

Enclosed are all the required contents of the LCISD Asynchronous Plan submitted as a single document as per Part II of the Open Response Qualtrics form.

Ancillary materials referred to in the primary document are enclosed as attachments at the end of the plan. To give reference points to this document, the contents are:

- Pages 2-20: Attestations and Plan Content
- Page 21: Elementary Virtual Instructional Schedule
- Page 22: Secondary Virtual Instructional Schedule
- Pages 23-28: Special Education Teacher Resources for Virtual Learners
- Pages 29-33: Linguistic Accommodations for Virtual Learners
- Pages 34-51: Guidance for Special Populations Virtual Learners
- Pages 52-54: Lamar CISD Training Schedule for Teachers of Virtual Learners

For technical issues with this submission, please contact Brian Moore at 832-223-0139 or bmoore@lcisd.org.

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

- [Elementary Sample Schedules](#)
- [Secondary Sample Schedule](#)

Please note, daily schedules may vary by campus and teacher.

Summarize how your instructional schedules meet the criteria:

| Component | Explanation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| What are the expectations for daily student interaction with academic content? | <p>Elementary</p> <p>Students will be expected to participate in learning experiences for all subject areas every day. Below are the daily total minute expectations for each student each day. The daily total minutes listed below are the minimum expectations and include both asynchronous and synchronous first teach instruction as well as independent practice, assessment, and work time.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>PK</th> <th>Grades K-1</th> <th>Grades 2-5</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>45 minutes</td> <td>45 minutes</td> <td>60 minutes</td> </tr> <tr> <td>Language Arts</td> <td>20 minutes</td> <td>20 minutes</td> <td>30 minutes</td> </tr> <tr> <td>Math</td> <td>30 minutes</td> <td>30 minutes</td> <td>45 minutes</td> </tr> <tr> <td>Science</td> <td>15 minutes</td> <td>20 minutes</td> <td>30 minutes</td> </tr> <tr> <td>Social Studies</td> <td>15 minutes</td> <td>20 minutes</td> <td>30 minutes</td> </tr> <tr> <td>Art/Music/PE</td> <td>30 minutes</td> <td>30 minutes</td> <td>30 minutes</td> </tr> <tr> <td>Intervention/Enrichment</td> <td>30 minutes</td> <td>30 minutes</td> <td>30 minutes</td> </tr> <tr> <td>Social Emotional**</td> <td>15 minutes (weekly)</td> <td>15 minutes (weekly)</td> <td>15 minutes (weekly)</td> </tr> <tr> <td>TOTAL</td> <td>185 minutes</td> <td>195 minutes</td> <td>255 minutes</td> </tr> </tbody> </table> <p>**Social Emotional instruction will take place once a week and may be in addition to the traditional instruction time for that day. It is not included in the daily instructional minutes total for this chart.</p> | Subject | PK | Grades K-1 | Grades 2-5 | Reading | 45 minutes | 45 minutes | 60 minutes | Language Arts | 20 minutes | 20 minutes | 30 minutes | Math | 30 minutes | 30 minutes | 45 minutes | Science | 15 minutes | 20 minutes | 30 minutes | Social Studies | 15 minutes | 20 minutes | 30 minutes | Art/Music/PE | 30 minutes | 30 minutes | 30 minutes | Intervention/Enrichment | 30 minutes | 30 minutes | 30 minutes | Social Emotional** | 15 minutes (weekly) | 15 minutes (weekly) | 15 minutes (weekly) | TOTAL | 185 minutes | 195 minutes | 255 minutes |
| Subject | PK | Grades K-1 | Grades 2-5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 45 minutes | 45 minutes | 60 minutes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Language Arts | 20 minutes | 20 minutes | 30 minutes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math | 30 minutes | 30 minutes | 45 minutes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science | 15 minutes | 20 minutes | 30 minutes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Studies | 15 minutes | 20 minutes | 30 minutes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Art/Music/PE | 30 minutes | 30 minutes | 30 minutes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Intervention/Enrichment | 30 minutes | 30 minutes | 30 minutes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Emotional** | 15 minutes (weekly) | 15 minutes (weekly) | 15 minutes (weekly) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | 185 minutes | 195 minutes | 255 minutes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Language Arts and Reading Scheduling Recommendations (ELAR/SLAR)

ELAR/SLAR teachers will meet with students daily through Zoom for whole group check-ins and small group instruction.

- **Guided reading**- Live Zoom lessons that last no more than 20 minutes. Below level readers should be seen for guided reading daily, on-level readers should be seen 3X a week and above-level readers 2X a week.
- **Writing conferences**- one-on-one (5-10 minutes) or small group (10-15 minutes) writing conferences should take place through Zoom with each student at least once per week.
- **Read alouds and shared reading**- (5-15 minutes) can be done live through Zoom, using a short video, or using a digital read aloud in Canvas.

Mathematics

Math teachers will meet with students daily through Zoom for whole group check-ins and small group instruction. Each student should have an opportunity to participate in Guided Math small group instruction at least three times per week. Students striving in mathematics may need daily small-group support during Guided Math or intervention time.

Sample 30-Minute Schedule for Kindergarten and Grade 1

- Daily Math Warm-Up, District Fact Fluency Plan and Number Talks (5 - 10 Minutes)
- Mini Lesson (10 - 15 Minutes)
- Guided/Independent Practice (Check for Understanding) (5 - 10 Minutes)

Sample 45-Minute Schedule for Grades 2-5

- Daily Math Warm-Up, District Fact Fluency Plan and Number Talks (5 - 10 Minutes)
- Deep Practice (5 - 10 Minutes)
- Mini Lesson (10 - 15 Minutes)
- Guided/Independent Practice (Check for Understanding) (10 - 15 Minutes)

Secondary

Teachers will structure the instructional day to follow their campus bell schedule. Daily asynchronous learning activities will be required for each course. These daily activities, and any accompanying assignments must be completed by 11:59 p.m., or the student will be counted absent from the class for the day.

In addition to completing the daily asynchronous learning activities, students will be expected to participate in synchronous Zoom classes twice per week for each course in which they are enrolled. If a student is unable to attend, they must contact their teacher in advance for a make-up opportunity or risk being counted absent. A staggered weekly schedule of Zoom classes will be provided by the campus.

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| <p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p> | <p>Teachers will structure the instructional day to closely align with time traditionally spent in face-to-face instruction. Within each content instructional block, teachers will plan for students to participate in asynchronous (online without real-time interaction) learning activities with opportunities for synchronous (real-time) whole group and small group instruction throughout the week. Teachers will structure small group time to differentiate instruction within the instructional block. This will require teachers to set up small group instruction schedules for students. It will be vital for teachers and parents to openly communicate the schedules for the students.</p> |
| <p>What are the expectations for teacher/student interactions?</p> | <p>Student engagement is of the highest priority. Teachers are expected to connect with students daily through Canvas to provide regular feedback on student progress. Each teacher will also host regular Zoom calls to facilitate synchronous instructional activities and to build classroom community. In addition, it is expected that virtual teachers post office hours (conference period) for student and parent questions. Finally, teachers will include the best methods of how families can contact them for support on the homepage of their Canvas course.</p> |
| <p>How will teacher/student interactions be differentiated for students with additional learning needs?</p> | <p>Time is provided in the daily recommended schedule for intervention and enrichment. These opportunities will be provided to students based on data obtained from various progress monitoring assessments and teacher observations. During this time, students may receive 1:1 support from a teacher, participate in small group instruction or engage in differentiated activities in Canvas. Campuses have the flexibility to design intervention and enrichment opportunities based on the needs of their students.</p> |

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? |
|-------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>PreK Integrated Instructional Materials</p> | <p>PreK</p> | <p>LCISD Curriculum Children’s Learning Institute Online Curriculum (CLI) Frog Street Press Learning A-Z RAZ-Plus</p> | <p>CLI Engage – CIRCLE Progress Monitoring Campus based formative assessments and student portfolios District Nine Weeks Skills Checklist</p> | <p>Yes</p> | <p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <p>Teacher Resources to Support Student with Disabilities</p> | <p>CLI and RAZ-Plus materials are available in English and Spanish.</p> <p>LCISD Linguistic Accommodations for Virtual Instruction</p> |

LAMAR CISD 2020-2021 ASYNCHRONOUS INSTRUCTION PLAN

| 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 | K-5 | LCISD Curriculum HMH Go Math/Think Central Prodigy (Grades 1-5) Edgenuity Pathblazer | TX-KEA Universal Screener (K) iReady Diagnostic (Grades 1-8) Campus based assignments, formative and summative assessments through Canvas District Progress Monitoring Assessments TEA Interim Assessments | Yes | Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. Teacher Resources to Support Student with Disabilities | Go Math/Think Central includes an online hub that features English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. LCISD Linguistic Accommodations for Virtual Instruction |
| | 6-8 | LCISD Curriculum McGraw Hill ConnectED Edgenuity | | Yes | | |
| | 9-12 | LCISD Curriculum Savvas (formerly Pearson) Edgenuity | | Yes | | |

LAMAR CISD 2020-2021 ASYNCHRONOUS INSTRUCTION PLAN

| 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? |
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| <p>English Language Arts Instructional Materials</p> | K-5 | LCISD Curriculum HMH Into Reading Zaner-Bloser Handwriting Edgenuity Pathblazer Texas Home Learning Instructional Materials | TX-KEA Universal Screener (K) TPRI (Grades 1-2) iReady Diagnostic (Grades 3-8) Next Step Guided Reading Assessment (GRA) | Yes | Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. Teacher Resources to Support Student with Disabilities | Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. LCISD Linguistic Accommodations for Virtual Instruction |
| | 6-8 | LCISD Curriculum HMH Into Literature Edgenuity Courseware | Campus based assignments, formative and summative assessments through Canvas | Yes | | |
| | 9-12 | LCISD Curriculum HMH Into Literature HMH Writeable Edgenuity Courseware Applied Practice | District Progress Monitoring Assessments TEA Interim Assessments (Grades 3-English II) | Yes | | |

LAMAR CISD 2020-2021 ASYNCHRONOUS INSTRUCTION PLAN

| 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? |
|-------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Spanish Language Arts Instructional Materials</p> | <p>K-5</p> | <p>LCISD Curriculum HMH Arriba la Lectura Zaner-Bloser La Escritura Learning A-Z RAZ-Plus</p> | <p>TX-KEA Universal Screener (K) Tejas LEE (Grades 1-2) Evaluación del Desarrollo de la Lectura (EDL) Campus based assignments, formative and summative assessments through Canvas District Progress Monitoring Assessments TEA Interim Assessments (Grades 3-5)</p> | <p>Yes</p> | <p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <p>Teacher Resources to Support Student with Disabilities</p> | <p>Arriba la Lectura Spanish Language Arts materials mirror the Into Literature materials we use for English Language Arts.</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p> <p>LCISD Linguistic Accommodations for Virtual Instruction</p> |

LAMAR CISD 2020-2021 ASYNCHRONOUS INSTRUCTION PLAN

| 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? |
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| Science Instructional Materials | K-5 | LCISD Curriculum STEMScopes HMH Science Fusion | Campus based assignments, formative and summative assessments through Canvas | Yes | Differentiation and scaffolding supports are embedded within the curriculum. | STEMScopes and Science Fusion both include digital resources in English and Spanish . |
| | 6-8 | LCISD Curriculum STEMScopes McGraw Hill ConnectED | | District Progress Monitoring Assessments | | |
| | 9-12 | LCISD Curriculum STEMScopes McGraw Hill ConnectED | TEA Interim Assessments (Grades 5, 8 and Biology) | Yes | Teacher Resources to Support Student with Disabilities | LCISD Linguistic Accommodations for Virtual Instruction |

LAMAR CISD 2020-2021 ASYNCHRONOUS INSTRUCTION PLAN

| 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? |
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| Social Studies Instructional Materials | K-5 | LCISD Curriculum Studies Weekly Class Link Learn 360 | Campus based assignments, formative and summative assessments through Canvas District Progress Monitoring Assessments | Yes | Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. Teacher Resources to Support Student with Disabilities | Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. LCISD Linguistic Accommodations for Virtual Instruction |
| | 6-8 | LCISD Curriculum McGraw Hill ConnectED Edgenuity Courseware ProQuest Culture Grams Learn 360 | | Yes | | |
| | 9-12 | LCISD Curriculum McGraw Hill ConnectED Edgenuity Courseware ProQuest Culture Grams Learn 360 | TEA Interim Assessments (Grade 8 and US History) | Yes | | |

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

| Component | Explanation |
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| <p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</p> | <p>Teachers will integrate our existing TEKS aligned instructional materials into the interactive modules they create in Canvas. Students will access instructional resources through our ClassLink, single sign-on portal, and through our Canvas LMS. We have purchased additional digital resources to supplement in areas where we only had access to physical textbooks or materials, and we plan to make use of the Texas Home Learning (THL) 3.0 resources where there is alignment with our scope and sequence.</p> <p>Our district-level curriculum team has also created a library of instructional videos, virtual learning plans and sample modules within our LCISD Curriculum to support teachers as they develop their plans for asynchronous instruction. Asynchronous students will follow the same scope and sequence and curriculum as face-to-face students. Virtual teachers will meet regularly to plan in lock-step with teachers delivering instruction on-campus to allow for a seamless pivot for students transitioning between learning modalities (e.g., remote and on-campus) at the end of the grading period.</p> <p>Many CTE courses and some advanced science courses will require a hybrid combination of virtual and on-campus activities to fulfill course credit requirements. This may include hands-on lessons, labs, demonstrations or performance assessments. Teachers teaching hybrid courses will work with students to schedule on-campus activities before school, after school or on Saturdays.</p> |
| <p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p> | <p>Students receiving additional supports and services will follow the same guidelines and protocols as all other students with special consideration given to meet their individual needs. Students who are entitled to additional instructional and/or related services through a designated plan (IEP, Service Plan, LPAC, or Pull-Out) will receive those supports and services whether on-campus or virtual.</p> <p>The detailed guidance we have developed to help administrators, teachers and staff meet the needs of our special populations can be found here. This document includes instructional expectations for Special Education, Section 504, English Learners, Gifted and Talented and Dyslexia.</p> <p>Our Special Education Team and our Bilingual/ESL Team also created the following documents to support teachers and students:</p> <p>Teacher Resources to Support Student with Disabilities</p> <p>LCISD Linguistic Accommodations for Virtual Instruction</p> |

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

| Component | Explanation |
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| <p>What is the expectation for daily student engagement?</p> | <p>Daily instruction for all students appropriately focuses on student progress on standards and the continuation of learning in the Lamar CISD Scope and Sequence. Students may receive instruction in the following ways (including, but not limited to):</p> <ul style="list-style-type: none"> • Authentic student work/assignments with timely and relevant feedback for continued progress in learning of the standard • Hands-on activities adapted for at-home learning • Choice boards and playlists • Instructional activities within the Canvas LMS • Instructional modules from Edgenuity • Portfolio tasks and submitting assignments • Assessments • Video lessons • Project based learning/assignments • Group/partner projects <p>Virtual teachers will create modules within their courses in Canvas to facilitate student learning. Daily engagement with content in Canvas will be part of attendance tracking measures. Virtual teachers are expected to contact the parents of students who are disengaged. This could include not submitting daily work or tasks, not participating in synchronous sessions, etc.</p> |
| <p>What is the system for tracking daily student engagement?</p> | <p>Tracking engagement will, at a minimum, follow guidance from the TEA ADA funding. Lamar CISD intends to set a high bar for students as it relates to daily engagement; we believe that students should demonstrate more than just logging into the LMS or only partially completing a pre-determined 60-minute assignment.</p> <p>To measure the high level of engagement required for asynchronous work, our district intends to develop a teacher rubric that will act as the standard of completion and quality that is considered acceptable, matching that level of engagement required in the face to face environment.</p> <p>We plan to use the following possible attendance markers:</p> <ul style="list-style-type: none"> • Daily progress in the Canvas Learning Management System • Completion and submission of assignments • Participation in synchronous learning opportunity through Zoom • Daily progress via student-teacher interaction through email or phone call <p>Teachers will track daily engagement in our Skyward SMS using the following guidelines:</p> |

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| | <ul style="list-style-type: none"> • The teacher will verify that virtual instruction students met at least one criterion on the LCISD Student Engagement Rubric to be counted Virtual-Present by the campus’s designated attendance time. • If a student did not meet any of the criteria on the Engagement Rubric by 11:59 PM, the teacher will mark the student’s attendance as Absent for that day by the campus’s designated attendance time. |
| <p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p> | <p>The digital platforms and tools utilized in the virtual setting are also being used with students receiving instruction on campus to maintain platform consistency. In addition, the method of tracking engagement in the virtual environment mimics the ways in which students would interact with their teachers on-campus through daily minute expectations, progress tracking on learning objectives, and activities completed. Students who fall below the 90% threshold for attendance for the time that the course is offered will not receive credit for the course, regardless of level of “engagement”, consistent with on-campus expectations.</p> |
| <p>What is the system for tracking student academic progress?</p> | <p>Classroom teachers will track student progress primarily through completion of TEKS aligned daily assignments, activities, interaction with a teacher and other checkpoints in Canvas. Assignment grades will be entered in the Skyward official gradebook. The LCISD Grading Policy will remain the same for both virtual and on-campus students.</p> <p>Student progress will also be tracked using data from the monitoring assessments mentioned in the materials chart above:</p> <ul style="list-style-type: none"> • CLI Engage – PK CIRCLE Progress Monitoring Assessment – Wave 1, Wave 2, and Wave 3 (BOY, MOY, EOY) • District Nine Weeks Skills Checklist – Each Nine-Week Grading Period (PreK-K) • TX-KEA Universal Screener – BOY, MOY, EOY • TPRI and Tejas LEE – BOY, MOY, EOY • iReady Diagnostics for Reading and Math – BOY, MOY, EOY • District Progress Monitoring Assessments (PMA) – 2-3 times per year • TEA Interim Assessments – 1-2 times per year • Next Step Guided Reading Assessment (GRA) and Evaluación del Desarrollo de la Lectura (EDL) – BOY, MOY, EOY • Regular campus based formative and summative assessments and student portfolio artifact collection |
| <p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p> | <p>Teachers are expected to provide daily feedback for asynchronous work. Daily specific feedback from the teacher will be provided through Canvas or shared during synchronous activities, including small group instruction, teacher intervention time or conference period check-ins. The daily feedback mechanism allows students to have a clear understanding of their academic progress on a consistent and frequent basis.</p> <p>Virtual teachers are expected to contact the parents of students who are disengaged. This could include not submitting daily work or tasks, not participating in synchronous sessions, etc. Parents also have full access to student work, interactions with teachers, assignment</p> |

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| | <p>submissions and feedback through the Canvas parent portal. The parent portal also establishes a two-way communication channel between parents and teachers.</p> <p>Official grades will be recorded in Skyward and parents can turn on or off attendance, grade and progress report notifications. They can also control the frequency of which they receive these notifications (i.e. daily, weekly).</p> |
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Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

[Lamar CISD Training Schedule / Summary](#)

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

| Component | Explanation |
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| <p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p> | <p>Instructional staff will participate in the training outlined in the document linked above. Trainings are offered either via asynchronous courses that can be utilized as instructional resources in the future or synchronous webinars/face-to-face trainings with the support of asynchronous content. All asynchronous courses and support materials are developed inside the district LMS, Canvas.</p> <p>A sample of the digital tools educators will gain proficiency in to facilitate virtual learning include the following:</p> <ul style="list-style-type: none"> • Canvas Learning Management System, Office365, Nearpod, Canvas Studio, Zoom <p>Ongoing support for instructors:</p> <ul style="list-style-type: none"> • For ongoing support, district-level Teaching & Learning, Student Programs and Special Education teams will provide campus visits, virtual office hours, and coaching support regularly. • Daily Zoom support rooms will be open for virtual instruction teachers to access immediate support with online instructional needs. <p>Digital Learning Coaches are assigned to campus clusters and visit campuses on a regular basis to support teachers on the effective integration of technology into the classroom and the delivery of high-quality instruction in a virtual environment. This team also works closely with curriculum coordinators and coaches to ensure virtual instruction aligns with the quality and rigor needed to meet content specific objectives.</p> <p>District-level content curriculum coaches and facilitators also visit campuses regularly to provide ongoing professional development and support. This might include:</p> <ul style="list-style-type: none"> • Guiding teachers in the implementation of the district curriculum • Modeling high-quality lessons aligned to the district instructional expectations • Developing content knowledge through the facilitation of collaborative planning and monitoring the alignment of instruction, assessment, and student outcomes • Implementing the district coaching cycle by observing teachers and providing real-time feedback • Collaborating with the campus coaches to provide targeted professional development for teachers |

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| <p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p> | <p>Through the initial Online Best Practices training and ongoing professional development opportunities throughout the fall semester on how to effectively leverage Canvas and other online tools, educators will learn how to deliver course content and respond to the data provided by the LMS feedback system. Educators will use the LMS assessment data to understand student engagement with their course offerings and how to adapt materials, activities and pacing to the needs of the individual students with whom they work.</p> <p>Curriculum Coordinators will meet monthly with campus instructional support team members (i.e. Department Chairs, Facilitators, Coaches) to provide ongoing professional development and coaching. They will support campuses in evaluating their virtual instruction content delivery and provide strategies for continually evaluating student progress and evaluating student success.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

| Component | Explanation |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>How will you communicate the expectations for asynchronous instruction to families?</p> | <p>An overview of the on-campus and virtual instruction learning models was posted here on the LCISD website on Wednesday, July 15 to guide parents as they decided which instructional setting was the best choice for their family. Updates continue to be made as additional guidance is released from TEA.</p> <p>LCISD Return to School Guidelines</p> <p>Throughout the year, communication with parents will be facilitated through various platforms such as the Lamar CISD website, Skylert, social media, “Let’s Talk!”, and the Canvas Parent Portal as outlined below:</p> <ul style="list-style-type: none"> • LCISD Website and social media: Lamar CISD will be using these platforms to provide quick and easily accessible announcements pertaining to all students in LCISD. • Skylert: Lamar CISD will use this platform to post announcements for students’ families. • “Let’s Talk”: District staff will use the “Let’s Talk” platform to monitor and respond to parent questions in a timely manner. • Canvas Parent Portal: Parents/guardians/custodians will have access to a parent portal through Canvas, which will enable them to oversee their own student’s progress on academic assignments, engagement with lessons, and their interactions with teachers. This portal also serves as a two-way communication channel between parents and teachers. |

What are the expectations for family engagement/support of students?

Role of Stakeholders within Virtual Instruction

| Student | Parent |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • “Attend” school daily by completing teacher assigned activities and assignments • Follow the daily designated schedule communicated by their teacher to attend class during synchronous times and complete asynchronous activities assigned • Participate in learning through live class time (using proper etiquette) • Students should take responsibility for advocating for themselves • Turn in schoolwork at the direction of the assigned teacher • Responsible for participation in the lesson • Follow the Lamar CISD Student Code of Conduct | <ul style="list-style-type: none"> • Ensure your student “attends” school daily by supporting them in completing teacher assigned activities and assignments • Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year in your role as a learning coach • Monitor and ask for evidence that your child is on track with assignments and coursework. • Assist in supporting your child’s needs by establishing and managing the daily schedule communicated by the teacher and the campus • Consider creating a designated learning space for your child at home to learn comfortably • Maintain communication with your child’s teacher by phone, email messages, and/or online meetings to create a learning partnership • If your student enrolls in a CTE course which has components that must be completed on campus, you will need to provide transportation during the scheduled times. • Help your child own their learning. Provide support and encouragement and expect your children to do their part. Struggling is allowed and encouraged! Don’t help too much. Becoming independent takes lots of practice. • Ensure students follows Lamar CISD Student Code of Conduct |

What additional supports, training, and/or resources will be provided for families who may need additional support?

LCISD Student Services 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, clothing needs and personal care items for students
- Identifying health and human services support for families in need through interaction with LCISD Family Support Specialists
- Provide Social and Emotional resources through the LMS system with the creation of the COVID SEL platform for Students and Parents
- Provide Parent Education Resource videos weekly based on student and parent feedback through our community partner Memorial Hermann beginning September

Four Canvas for Guardians webinars, two in English and two in Spanish were hosted in the evenings during the week before the first day of school. These webinars were designed to help show parents/guardians on how they can use Canvas to help support their child's learning. Topics such as logging in, navigating around Canvas, and how to best utilize the resources made available were covered. A recording of the webinar and a copy of the PowerPoint slides can be found [here](#) on our district webpage for anyone who was unable to attend or for those who would like to revisit the information.

Families can contact the Technology Student Help Desk if they are having an issue with a Lamar CISD laptop or iPad that they have checked out. Calls are answered Monday through Friday from 7:30 AM to 4:30 PM. Quick tips to address common technical issues have also been posted to the Student Help Desk section of the Lamar CISD webpage.

The Academics Department is working with the handful of families district-wide who have chosen virtual instruction but they have limited internet access. Each situation is unique, so individualized supports are being provided.

In addition, the district staff will continuously monitor "Let's Talk" to respond to parent questions in a timely manner. Announcements and resources for parents will be sent through Skylert and relevant district-wide news and information will be released through the Lamar CISD website and shared on social media.

Sample Elementary Virtual Instruction Schedules

| PK | Grades K-1 | Grades 2-5 |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Morning Routine: prepare for the day, announcements 7:30-8:00 | Morning Routine: prepare for the day, announcements 7:30-8:00 | Morning Routine: prepare for the day, announcements 7:30-8:00 |
| Reading – 45 min 8:15-9:15 Work Time with Breaks every 10-15 minutes | Reading/Language Art – 65 min. 8:00-9:30 Work Time with Breaks every 10-15 minutes | Reading/Language Arts – 90 min. 8:00-10:00 Work Time with Breaks |
| Structured Brain Break – 15 min 9:15-9:30 | Structured Brain Break – 15 min 9:30-9:45 | Structured Brain Break, Snack – 15 min 10:00-10:15 |
| Language Arts – 20 min 9:30-9:50 | Math – 30 min. 9:45-10:15 | Math – 45 min. 10:15-11:00 |
| Clean-up, Transition, Snack – 10 min. 9:50-10:00 | Clean-up, Transition, Snack – 30 min. 10:15-10:45 | Intervention/Enrichment – 30 min. 11:30-12:00 |
| Morning Recess/Activity – 30 min. 10:00-10:30 | Intervention/Enrichment – 30 min. 10:45-11:15 | Recess – 30 minutes 11:30-12:00 |
| Math – 30 min. 10:30-11:00 | Lunch – 60 min. 11:15-12:15 | Lunch – 60 min 12:00-1:00 |
| Lunch – 60 min. 11:00-12:00 | Science – 20 min. 12:15-12:12:35 | Science – 30 min 1:00-1:30 |
| Science – 15 min. 12:00-12:15 | Clean Up and Transition – 10 min. 12:35-12:45 | Clean Up and Transition – 10 min. 1:30-1:40 |
| Clean Up and Transition – 5 min. 12:15-12:20 | Social Studies – 20 min. 12:45-1:05 | Social Studies – 30 min. 1:40-2:10 |
| Social Studies – 15 min. 12:20-12:35 | Recess, Mindfulness – 45 min. 1:05-1:50 | Art/Music/PE – 30 min. 2:10-2:40 |
| Art/Music/PE – 30 min. 12:35-1:05 | Art/Music/PE – 30 min. 1:50-2:20 | Daily Reflection/Clean Up/ Submit Work – 15 min. 2:40-2:55 |
| Transition/Clean-Up/ Social Emotional or Mindfulness – 45 min. 1:05-1:50 | Transition and Clean-Up – 10 min. 2:20-2:30 | |
| Intervention/ Enrichment – 30 min 1:50-2:20 | Daily Reflection/Clean Up/ Submit Work – 25 min. 2:30-2:55 | |
| Afternoon Recess – 20 min 2:20-2:40 | | |
| Daily Reflection/Clean Up/ Submit Work – 15 min. 2:40-2:55 | | |

Sample Secondary Virtual Instruction Schedule

| Period/Class | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Period 1 8:15 – 9:05 English I | <i>Zoom Lesson</i> 8:15 – 8:45 <i>Independent Work</i> 8:45 – 9:05 | <i>Independent Work</i> 8:15 – 9:05 | <i>Independent Work</i> 8:15 – 9:05 | <i>Zoom Lesson</i> 8:15 – 8:45 <i>Independent Work</i> 8:45 – 9:05 | <i>Independent Work</i> 8:15 – 9:05 |
| Period 2 9:10 – 10:00 Algebra I | <i>Independent Work</i> 9:10 – 10:00 | <i>Zoom Lesson</i> 9:10 – 9:40 <i>Independent Work</i> 9:40 – 10:00 | <i>Independent Work</i> 9:10 – 10:00 | <i>Zoom Lesson</i> 9:10 – 9:40 <i>Independent Work</i> 9:40 – 10:00 | <i>Independent Work</i> 9:10 – 10:00 |
| Period 3 10:05 – 11:05 World History | <i>Independent Work</i> 10:05 – 11:05 | <i>Zoom Lesson</i> 10:05 – 10:35 <i>Independent Work</i> 10:35 – 11:05 | <i>Independent Work</i> 10:05 – 11:05 | <i>Independent Work</i> 10:05 – 11:05 | <i>Zoom Lesson</i> 10:05 – 10:35 <i>Independent Work</i> 10:35 – 11:05 |
| Period 4 11:10 – 12:05 Band | <i>Independent Work</i> 11:10 – 12:05 | <i>Independent Work</i> 11:10 – 12:05 | <i>Zoom Lesson</i> 11:05 – 11:35 <i>Independent Work</i> 11:35 – 12:05 | <i>Zoom Lesson</i> 11:05 – 11:35 <i>Independent Work</i> 11:35 – 12:05 | <i>Independent Work</i> 11:10 – 12:05 |
| LUNCH 12:05 – 12:40 | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| Period 5 12:45 – 1:40 Biology | <i>Zoom Lesson</i> 12:45 – 1:15 <i>Independent Work</i> 1:15 – 1:40 | <i>Independent Work</i> 12:45 – 1:40 | <i>Zoom Lesson</i> 12:45 – 1:15 <i>Independent Work</i> 1:15 – 1:40 | <i>Independent Work</i> 12:45 – 1:40 | <i>Independent Work</i> 12:45 – 1:40 |
| Period 6 1:45 – 2:35 Spanish II | <i>Independent Work</i> 1:45 – 2:35 | <i>Independent Work</i> 1:45 – 2:35 | <i>Zoom Lesson</i> 1:45 – 2:15 <i>Independent Work</i> 2:15 – 2:35 | <i>Independent Work</i> 1:45 – 2:35 | <i>Zoom Lesson</i> 1:45 – 2:15 <i>Independent Work</i> 2:15 – 2:35 |
| Period 7 2:40 – 3:30 Major Sports | <i>Zoom Lesson</i> 2:40 – 3:10 <i>Independent Work</i> 3:10 – 3:30 | <i>Independent Work</i> 2:40 – 3:30 | <i>Independent Work</i> 2:40 – 3:30 | <i>Independent Work</i> 2:40 – 3:30 | <i>Zoom Lesson</i> 2:40 – 3:10 <i>Independent Work</i> 3:10 – 3:30 |

Lamar CISD Special Education Teacher Resources 2020-2021

| Website Name and Link | Information |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p data-bbox="196 432 841 468">Resources for Students with Special Needs</p> <p data-bbox="110 510 922 541">https://sites.google.com/region10.org/specialpopsextensions/home</p> | <p data-bbox="959 396 1511 741">This website includes lots of tools (75 options) for students to assist with navigation of websites and online text. Some websites to provide lesson plans for teachers. Can be useful. Some tools are simply downloadable, but many websites/tools require additional purchase.</p> |
| <p data-bbox="410 821 626 856">Assistive Ware</p> <p data-bbox="110 898 922 961">https://www.assistiveware.com/blog/language-opportunities-using-aac-home</p> | <p data-bbox="959 785 1511 1014">This site provides some informational articles about Augmentative and Alternative Communication devices and how to utilize them at school and at home. Also, a place to purchase products.</p> |
| <p data-bbox="318 1079 719 1115">SETDA eLearning Coalition</p> <p data-bbox="142 1157 898 1188">https://www.setda.org/main-coalitions/elearning/accessibility/</p> | <p data-bbox="959 1043 1511 1230">This site can be a useful resource for teachers. It includes links for additional resources to help make online learning accessible for all students. Very user friendly.</p> |
| <p data-bbox="164 1377 876 1451">Live Binders- Virtual Activities for Teachers and Families COVID-19</p> <p data-bbox="277 1566 760 1598">http://www.livebinders.com/b/2643652</p> | <p data-bbox="980 1302 1495 1455">This website has lots of useful tools for teachers! It has social stories, virtual field trips, and resources galore.</p> <p data-bbox="1036 1497 1435 1570">A site that is very helpful is www.freckle.com</p> <p data-bbox="964 1612 1503 1799">This allows teachers to instantly differentiate instruction. All core subject areas and grade levels are included. This website is free. Great site!</p> |

Modified Lessons for Students with Disabilities

<https://www.livebinders.com/b/2522900?>

This link provides lots of example lessons for all subject areas. Also included are example modified lessons and apps to help with modifying work for students.

Some resources maybe useful.

Modified Lessons for Students with Disabilities

This link provides lots of example lessons for all subject areas. Also included are example modified lessons and apps to help with modifying work for students.

PLAAFP and IEP Goal Development in Texas

The course focuses on the portion of the ARD process related to developing a student's Present Levels of Academic Achievement and Functional Performance (PLAAFP), using the PLAAFP to create enrolled grade level measurable annual academic goals, and progress monitoring. This training is a joint project of the Progress in the General Curriculum Statewide Network and Texas Education Agency,

This course consists of a series of seven (7) modules which must be completed in sequential order. Upon registering for this module, you will be automatically enrolled for the remainder of the modules.

A certificate of completion for 3 CPE credits will be awarded upon completion of Module 7.

TSLAT- Texas Statewide Leadership for Autism Training

Training, support, and resources for educators serving students with autism.

We've got the course for you! We have over 80 courses in 7 different categories including courses in

Spanish! Take the lead on your professional development. All our courses are free; you can learn at your own pace; and you can earn CEUs and a certificate for each course you complete.

GREAT RESOURCE!!

STAAR Alternate 2 TEKS Curriculum Framework Documents

STAAR Alternate 2 Texas Essential Knowledge and Skills Vertical Alignment Documents

Teachers can use the Curriculum Framework to target instruction for the ten essence statements assessed each year. Teachers can determine where each individual student is performing on the framework document for each essence statement and focus instruction to move him or her to the highest student expectation, he or she can attain for a given year.

The Texas Essential Knowledge and Skills (TEKS) Vertical Alignment documents provide a complete listing of the TEKS curriculum from pre-kindergarten through end-of-course. These documents provide a total overview of the knowledge and skills statements and align student expectations across the grades. The student expectations provide access points to the general education curriculum by serving as prerequisite skills for STAAR Alternate 2.

Lead 4ward Virtual Instructional Playlist

The lead4ward Strategies Playlists are designed to provide teachers with engaging, rigorous instructional strategies that can be implemented during classroom instruction promote access, thinking, and transfer. However, many of these techniques can also be implemented in a virtual

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| | <p>learning environment. This Strategies Playlists – Virtual Learning Adaptations resource is intended to support educators in delivering VIRTUAL instruction that promotes maximum student engagement.</p> |
| <p><u>Lead 4ward Math and Science scaffolding guides</u></p> | <p>This link takes you to multitudes of Lead 4ward resources in, including, but not limited to scaffolding guides for Math and Science, and academic vocabulary.</p> |
| <p>Digital Tools to Support Access & Learning for All Students</p> <p>https://sites.google.com/aldineisd.org/aldinecattools/home</p> | <p>This site provides multiple resources to support virtual student learning in all core subject areas.</p> |
| <p>Math Tools</p> | <p>Online math tools can provide students with alternate ways of interacting with math ideas and concepts when they can't physically participate. Click on the links below to access the tool</p> <p><u>Basic Calculator</u></p> <p>The basic calculator supports basic calculation features such as addition, subtraction, multiplication, and division.</p> <p><u>Virtual Manipulative(s)</u></p> <p>Students are able to use manipulative(s) and physical objects that help them visualize relationships and applications.</p> <p><u>Geometry Tool</u></p> <p>Students are able to use interactive geometric tools to assist with geometry.</p> |

Scientific Calculator

The scientific calculator is designed to solve problems in science, engineering, and mathematics; such as statistics, logarithms, and probability. Some examples of supported operations are scientific notation, physical constant, exponents, and logs.

Graphing Calculator

The graphing calculator is designed for plotting graphs, solving simultaneous equations, and performing other tasks with variables.

EquatIO - Math made digital (Chrome extension)

EquatIO instantly turns your thoughts into clear, accurate on-screen formulas. When you type 'sq', it knows that you mean 'square root'. And it listens, too. When you dictate a formula aloud, EquatIO is smart enough to ignore 'umms', 'errs' and other unwanted non-math words.

GeoGebra

Free online math tools for graphing, geometry, 3D, and more!

Digital Graphic Organizers

25 FREE Google Drawings graphic organizers — and how to make your own

<https://www.google.com/url?q=https%3A%2F%2Fditc-hthattextbook.com%2F15-free-google-drawings-graphic-organizers-and-how-to-make-your-own%2F&sa=D&sntz=1&usg=AFQjCNHFoJgSaqJYGMa3kdvTawphz1w7Fg>

LCISD Linguistic Accommodations

For Virtual Instruction



Language Domain

LCISD Linguistic Accommodation

LCISD Virtual Tools to Consider



LISTENING



Preferential seating near teacher, speaker, screen for close proximity and easier monitoring by teacher

Use gestures, visuals, and movement to communicate & teach students to request rephrasing or repeating

Allow processing time i.e. thumbs up, thumbs down, written response, ranking with fingers, ticket out

Allow some processing time, visuals, verbal cues, and gestures for unfamiliar lectures or conversations

Allow some extra time when academic material is complex or unfamiliar

Zoom



- Video recording of lesson
- Reaction keys (total physical response) (asynchronous)

PowerPoint



- Recorded videos for pronunciation practice (asynchronous)

Padlet

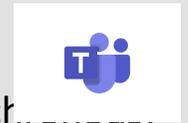


(synchronous and asynchronous)

Screencast-O-Matic



Microsoft Teams



(synchronous and asynchronous)

| Language Domain | LCISD Linguistic Accommodation | LCISD Virtual Tools to Consider |
|-----------------|--------------------------------|---------------------------------|
|-----------------|--------------------------------|---------------------------------|



SPEAKING



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| <p>Use alternate methods of responses i.e. points, nods, sketches, use of technology</p> |
| <p>Clarification of words(s), phrase(s), teacher will model correct pronunciation of words, R.E.D. strategy</p> |
| <p>Provide academic Tier 2 or Tier 3 academic vocabulary charts and sentence stems</p> |
| <p>Provide differentiated language stems when questioning students to increase the use of academic vocabulary and discourse in content areas (QSSSA)</p> |
| <p>Collaborative groups/partner to discuss key concepts: turn and talk, A & B partners, numbered heads</p> |

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| <p>Zoom </p> <ul style="list-style-type: none"> • Reaction Keys • Whiteboard Feature |
| <p>Canvas </p> <ul style="list-style-type: none"> • Voice Recording Feature (synchronous and asynchronous) |
| <p>PowerPoint </p> <ul style="list-style-type: none"> • Video Recording Feature with Images (asynchronous) |
| <p>Padlet </p> <p>(synchronous and asynchronous)</p> |
| <p>Flipgrid </p> <p>(synchronous and asynchronous)</p> |

| Language Domain | LCISD Linguistic Accommodation | LCISD Virtual Tools to Consider |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <h1 data-bbox="89 749 407 821">READING</h1>  | <p>Increase access and volume to texts in all content areas by providing supplemental reading resources based on students reading proficiency levels</p> | <p>Canvas </p> <ul style="list-style-type: none"> Immersive Reader (asynchronous) <p>ClassLink </p> <ul style="list-style-type: none"> Learn 360 National Geographic NEWSELA ReadWorks Social Studies Weekly Pebble Go HMH <p>(synchronous & asynchronous)</p> <p>Padlet </p> <p>(synchronous and asynchronous)</p> <p>Tools to adapt text</p> <ul style="list-style-type: none"> Rewordify Microsoft Immersive Reader Google Translate <p>(asynchronous)</p> <p>Online Dictionaries</p> <p>Online Glossaries</p> <p>(asynchronous)</p> |
| | <p>Pre-teach vocabulary, use adapted texts, grade level comprehension with peer collaboration, visual supports</p> | |
| | <p>Shared or choral read and model think aloud</p> | |
| | <p>Use adapted text, chunking, practice high frequency terms, use visual and linguistic supports to make content comprehensible</p> | |
| | <p>Use adapted texts for unfamiliar topics, allow peer support for abstract grade level reading comprehension and analysis</p> | |
| <p>Allow abstract grade-level reading and comprehension/analysis with peer collaboration</p> | | |

| Language Domain | LCISD Linguistic Accommodation | LCISD Virtual Tools to Consider |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <h1 data-bbox="122 591 443 654">WRITING</h1>  | <p>Allow drawing, labeling, use of short simple sentences in present tense with high frequency vocabulary</p> | <p>Zoom </p> <ul style="list-style-type: none"> • Whiteboard Features • Chat Feature (synchronous and asynchronous) <p>Book Creator </p> <p>(synchronous & asynchronous)</p> <p>Padlet </p> <p>(synchronous & asynchronous)</p> <p>Flipgrid </p> <p>(synchronous & asynchronous)</p> <p>Online Dictionaries Online Glossaries (asynchronous)</p> |
| | <p>Provide academic Tier 2 or Tier 3 academic vocabulary charts, provide sentence stems, paragraph frames</p> | |
| | <p>During the writing process or content areas writing, provide writing supports such as graphic organizers and exemplars</p> | |
| | <p>Provide grade-level appropriate writing tasks with teacher modeling and ongoing student interaction through structured oral discourse prior to writing</p> | |
| <p>Grade level writing assignment using complex sentence stems, use genre analysis to identify features of writing</p> | | |

Fall 2020 Guidance - Special Populations

General Guidance

- Students receiving additional supports and services will follow the same guidelines and protocols as all other students with special consideration given to meet their individual needs.
- Students who are entitled to additional instructional and/or related services through a designated plan (IEP, Service Plan, LPAC, or Pull-Out) will receive those supports and services whether on-campus or virtual.
- Transportation for virtual instruction students taking on-campus courses will not be provided, unless documented through an ARD/IEP and the student is eligible for special education transportation as a related service. Does this make sense?
- To minimize potential exposure to our most vulnerable students with disabilities, Lamar CISD staff will:
 - Focus on social distancing, handwashing or using hand sanitizer for 20 seconds every hour and wearing masks.
 - Wear face coverings when social distancing is not possible regardless of the Disease Activity Level.
 - Post visual supports throughout building to remind and support understanding of expectations.
 - Keep each student's belongings separated using student designated containers or areas.
 - Minimize sharing of high-touch materials (e.g., assign each student their own device/materials for the day when possible).
 - Sanitize all materials shared between students after each use daily.
 - Utilize protective barriers, face shields as appropriate.
 - Utilize grouping and scheduling strategies to reduce exposure.

On-Campus Services

- Group sizes will comply with state and local regulations.
- Multiple groups may use a shared space only when the area is large enough to allow for all students and their respective desks to be socially distant
- Floor tape or dividers may be used to separate large areas into smaller spaces.
- Designated spaces in a room or flex areas should be used for small group instruction.
 - Face coverings and protective barriers should be used when appropriate.
 - Teachers and Speech-language pathologists working with students with communication or language barriers will wear clear face masks/shields as needed.
 - Clear barriers should be used for small group instruction and individual assessments as needed.

- Request to have on-campus meetings will require the approval of campus administrative staff.
- Students should be taught good handwashing techniques and provided frequent opportunities to wash their hands with prompting when necessary. As appropriate, students should engage in supervised handwashing when entering/leaving the class, before/after meals, before/after toileting, and other scheduled times during the day.
- Employees should wear face coverings over the nose and mouth when appropriate, as outlined in the Disease Mitigation Guidance.
- Students for whom it is developmentally appropriate should wear face coverings over the nose and mouth as explained in the Disease Mitigation Guidance, except while engaging in an activity where the mask cannot be worn (e.g., eating). Students' individual needs will be addressed on a case-by-case basis.

Exposure Prevention Strategies

Special population services are often times delivered in a small group setting that may require close proximity with students. Teachers, facilitators and service providers may reduce any unintentional exposure by doing one or more of the following:

- Creating supplementary aid and manipulative kits for each student
 - Update as needed per unit of instruction
 - Follow procedures for sanitizing items prior to adding to a student's bag
 - Laminate supplemental aids so they can be easily cleaned and reused
- Strategically scheduling students
 - Limit variation of student groupings
 - Minimize number of staff working with a specific group of students
 - Adhere to district guidelines regarding number of students and staff in a specific location at any given time
- Facilitating safe small group activities
 - Adhere to social distancing requirements
 - Ensure sanitization of space before and after each small group
 - Use dividers if students need to work in close proximity to complete activities
 - Wear appropriate face coverings during small group instruction following the Disease Mitigation Guidelines.
- Supervising transitions
 - Follow district guidelines
 - Enforce social distancing of students in hallways and other common areas
 - Provide visual supports or schedules that highlight social distancing when transitioning between classrooms or activities

Emergency Closure Kits

Teachers/paraprofessionals should prepare supplementary aids, including manipulatives, in Ziploc bags ready to send home for students in the event the campus needs to close unexpectedly.

Special Populations

Special Education

Section 504

English Learners

Gifted and Talented

Dyslexia

Special Education

Legal Requirement

Lamar CISD will ensure that students with disabilities have access to a free and appropriate public education (FAPE). We will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's individualized education program (IEP).

Contingency Plan

The Special Education Contingency Plan is used to document services that are feasible and safe to provide to an individual student while the school district is either closed but continuing virtual instruction or the student chooses virtual instruction during the COVID-19 pandemic. This plan is not intended to replace the existing Individualized Education Plan but determine what services can be provided virtually.

IEP Implementation

Lamar CISD is committed to meeting the unique needs of students with disabilities by ensuring that ARD/IEP Committees convene as needed to discuss needs, review progress, and make individualized recommendations for our students.

Lamar CISD will review all health plans and IEPs prior to reentry into on-campus instruction and revise them through an ARD with appropriate safety protocols as needed.

- Documentation of Services
 - The student's schedule of special education and related services should be accurately documented in the ARD/IEP to reflect what supports and services the student requires for FAPE whether attending school on-campus or virtually.
 - Students with disabilities must have available an instructional day commensurate with that of students without disabilities.
 - A contingency plan for services should be documented within the deliberations of every ARD/IEP outlining how services will be implemented during virtual instruction.
 - Data should be collected weekly, at minimum, on IEP goals/objectives.

- Lack of Progress Guidance
 - Whether on-campus or virtual, special education teachers should review the progress of each student on their caseload weekly (i.e., grade books, data collection, etc.) and determine what, if any, additional supports may be needed for each student to continue to progress in the general education curriculum and on their IEP goals/objectives.
 - Special education teachers should consider alternate strategies/supports to ensure continued progress (more synchronous instruction, additional small group support, etc.).
 - Special education teachers should, after other interventions have been unsuccessful, request to convene an ARD/IEP committee meeting to address lack of progress.
 - When on-campus instruction resumes fully, annual ARD committees should address student-specific needs resulting from closure. On a case-by-case basis, this might include discussions of COVID-related compensatory services or a need for extended school year (ESY) services. ARD/IEP committees should:
 - Answer any questions and address any parent concerns regarding COVID-related compensatory services;
 - Determine what services, if any, are needed;
 - Document the discussion and decision in the deliberations, including:
 - Start and end dates,
 - Frequency,
 - Duration,
 - Area of service, and
 - Goals services will address.
 - Provide prior written notice to parents following any offer of COVID-related compensatory services; and
 - Indicate whether the parents agree with the recommendation of COVID-related compensatory or ESY services.

Provision of Resource, Co-Teach, and Inclusion Services

For students receiving on-campus services the following will occur:

- Special education teachers will follow the general education guidance and complete lesson plans for each resource class whether virtual or on-campus.
- Special and general education teachers will collaborate to ensure lessons are designed to meet the needs of all students.
- Special education teachers are required to complete differentiated lesson plans to meet the needs of the IEP-entitled students they support whether instruction is virtual or on-campus.
- Upload daily/weekly lesson materials to the district-designated virtual platforms (Canvas, etc.);
- Document student participation on the student's communication log in Success Ed;

- Progress monitor and collect data; and
- Request an ARD/IEP committee meeting to address any concerns with progress on IEP goals/objectives or in the general education curriculum.
- Special education teachers should provide services by grade level rather than content area as much as possible.
- Scheduling of students within classes should be considered to reduce the risk of exposure.
- On-campus and virtual instruction from a special education teacher may occur on rotating days as long as the student's IEP minutes are being met. Please refer to the student's contingency plan regarding virtual instruction.

For students who choose the virtual learning option, teachers will:

- Develop individualized lessons through collaboration to ensure the needs of students are being met;
- Provide direct instruction through scheduled synchronous sessions;
 - If a student is unable to participate during synchronous sessions and accesses lessons at another time, the ARD committee should convene to document how the IEP will be implemented within the student's contingency plan.
- Co-teaching staff should be a part of teacher led Zoom sessions and be assigned to breakout rooms to meet inclusion minutes.
- Resource staff should hold Zoom sessions with virtual students to teach, review, and/or reinforce previous instruction lead by the general education teacher.
- Special education teachers should have access to general education teacher's Canvas course to ensure both teachers can manipulate modules and assignments. This also ensures that students will only have to go to one place for all assignments.
- The Zoom schedule should be posted in Canvas to minimize double booking.

ECSE, SLC, and CAP (self-contained programs)

For students receiving on-campus services the following will occur:

- Special education teachers will follow the general education guidance and complete lesson plans for each student.
- Upload daily/weekly lesson materials to the district-designated virtual platforms (Canvas, etc.);
- Document student participation on the student's communication log in SuccessEd;
- Progress monitor and collect data; and
- Request an ARD/IEP committee meeting to address any concerns with progress on IEP goals/objectives or in the general education curriculum.
- If a self-contained student who meets the age requirement for wearing a mask cannot wear a mask, the staff members working with the student should wear a mask to ensure the safety of the student and staff.
- The student who cannot wear a mask must practice social distancing as feasibly possible. Dividers may be used as needed.

- Students who cannot wear a mask will transition in hallways at low traffic times as much as possible.
- Staff in the self-contained classrooms will meet students at building entrances upon arrival and assist the student with getting to his/her assigned location.

For students who choose the virtual learning option, teachers will:

- Follow the contingency plan in the student's IEP when virtual instruction occurs.
- Develop individualized lessons with accommodations, as appropriate based on contingency plan;
- Provide direct instruction through scheduled synchronous sessions;
 - If a student is unable to participate during synchronous sessions and accesses lessons at another time, the ARD committee should convene to document how the IEP will be implemented.

Homebound Services

For students receiving at home services the following will occur:

- Schedule direct sessions (in the home) to provide direct instruction.
- Document student participation and attendance on the student's communication log in SuccessEd;
- Collect data and monitor student progress.
- Collect assignments, test, and materials needed, according to the teacher's lesson plan, from the campus teacher of record

For students who choose the virtual learning option, teachers will:

- Schedule and implement individualized Zoom lessons with the students according to the IEP or 504 contingency plans.
- Collect assignments, test, and materials needed, according to the teacher's lesson plan, from the campus teacher of record

Implementation of Accommodations

- Accommodations for students receiving on-campus instruction will be provided, as written in the ARD document.
- Implementation of the accommodations for students participating in virtual instruction will be specified in the contingency plan located in the deliberations of each student's ARD document.
- Staff providing hand over hand assistance to students in the classroom must wear face coverings and should sanitize their hands and the student's hands before and after contact regardless of disease activity level.

Instructional and Related Services

Services providers should:

- Develop schedules that maximize time in a single classroom and minimize the number of rooms visited per day.
- Follow scheduling recommendations in this document to minimize cross-contamination.
- Provide direct service minutes in alignment with the IEP schedule of services.
- Provide direct and indirect services virtually when possible.
- Maintain assignments and activities of lessons.
- Maintain accurate contact/service logs, documenting minutes provided.
- Follow scheduling recommendations in this document to minimize cross-contamination.

Behavior Support

For students who choose the virtual learning option, teachers will:

- Implement behavior supports for students participating in virtual instruction as specified in their contingency plan located in the deliberations of each student's ARD document.
- Provide behavior supports through social skills lessons, weekly phone consultation(s) with the parent, and/or parent training.

Guidelines for Community-Based Instruction

- Specific permission from parents/guardians allowing their student to participate in community-based outings during the pandemic must be provided in writing prior to the outing.
- Outings will be limited to groups of 3-4 students and will follow social distancing and hygiene guidelines for transporting students.
- Students will be pre-taught COVID-19 safety and hygiene routines prior to going out into the community (i.e., covering your mouth and nose with an appropriate face covering when out in public; avoid touching eyes, nose, and mouth; disinfecting shopping carts; using touchless payment options and minimizing cash handling; immediately washing/sanitizing hands, etc.).
- Close contact with others will be limited and students will practice social distancing when possible.
- Staff will use verbal reminders and visual supports with students to maintain appropriate social distancing from workers and customers.

The CDC recommends wearing cloth face coverings in public settings where other social distancing measures are difficult to maintain, especially in areas of significant community-based transmission.

Guidelines for Work-Based Learning in the Community Setting

- Students and staff will review all community business return to work and social distancing procedures prior to outings and follow them when on the job.
- Support students' access and understanding of performing preventative measures related to their job or traveling using public transportation with the following resources:
 - [Guidance for grocery and food retail workers](#), and
 - [Guidance for use of public transportation](#).

Teacher Expectations

- Responsible for direct instruction when teaching or reteaching a new skill utilizing a variety of ways (e.g. recorded videos, manipulatives, small group Zoom, phone call to parent, etc.).
- Schedule instructional calls with parents who are struggling to teach their students at home to provide guidance.
- Document all parent communication in the contact log in SuccessEd.
- Document accommodations on the provided form and in X-Logs.
 - Teachers will document accommodations weekly on the provided form.
 - At the end of the grading period the teacher will upload the accommodation form in the history tab in SuccessEd.
- Provide links to virtual platforms for lesson participation.
- Upload daily/weekly lesson materials to the district-designated virtual platforms (e.g. Canvas, etc.).
- Document student participation and attendance in on the student's communication log in Success Ed.
- Collect data and monitor progress.
- Request an ARD/IEP committee meeting to address any concerns with progress on IEP goals/objectives or in the general education curriculum.

Paraprofessional Expectations

- Can be assigned to escort student groups to and from the resource classroom.
- Can be a part of teacher led Zooms and be assigned to breakout rooms to meet inclusion minutes.
- Can be assigned to hold Zoom lessons with virtual students to repeat/review/reinforce previous instruction led by the general education teacher.
- Paraprofessionals can be assigned the task of copying/scanning material needed for virtual instruction.
- With guidance from the teacher paraprofessionals will conduct instructional follow-up calls to parents who require additional support with virtual learning.
- Assist with the disinfecting and cleaning of supplies.

Times of Closure

Upon notice that a campus is closed:

- Contact/service logs will be maintained by special education staff;
- Material distribution procedures should be followed by service providers;
- Virtual learning guidelines and IEP contingency plans should be followed;
- ARDs will proceed virtually throughout closure, adhering to legal timelines; and
- If an evaluation timeline cannot be met due to closure, the impact of the delay on services must be addressed when the ARD committee convenes to review evaluation results and develop the IEP.

Section 504

Legal Requirement

Lamar CISD will ensure that students with disabilities have access to a free and appropriate public education (FAPE). We will ensure that, to the greatest extent possible, each student with a disability can be provided FAPE under Section 504, consistent with the plan developed for the individual student to meet the requirements of Section 504.

Contingency Plan

The Section 504 Contingency Plan is used to document the Section 504 services that are feasible and safe to provide to an individual student while the school district is either closed, but continuing virtual instruction or the student chooses virtual instruction during the COVID-19 pandemic. This plan is not intended to replace the existing Section 504 plan, but determine what services can be provided virtually.

Provision of Educational Services

For students receiving on-campus services the following will occur:

- General Education teachers will receive each students' individual accommodations.
- General education teachers will ensure lessons are designed to include the individual accommodations for the student.
- Accommodations should “level the playing field” as opposed to giving students an advantage and should never change what a student learns, which would be a modification.

For students who choose the virtual learning option, teachers will:

- Develop lessons;
- Provide direct instruction through scheduled synchronous sessions;
 - If a student is unable to participate during synchronous sessions and accesses lessons at another time, the 504 committee should convene to document how the accommodations will be implemented.
- Provide links to virtual platforms for lesson participation;

- Upload daily/weekly lesson materials to the district-designated virtual platforms (e.g. Canvas, etc.);
- Document accommodations on accommodation log.
- Collect data and monitor progress; and
- Request a 504 meeting to address any concerns with progress in the general education curriculum.

Implementation of Accommodations

- Accommodations should address all impacted areas of the school educational environment such as: classroom, testing, and behavior.
- Accommodations should be unique and written in a way that teachers can implement with fidelity.
- If unable to implement the accommodations for students participating in virtual instruction a 504 meeting will be held to determine a contingency plan located in each student's 504 document.
- Accommodations for students receiving on-campus instruction will be provided, as written in the 504 documents.
- Maintain assignments and activities of lessons that include accommodations; and
- Maintain accurate contact logs.

Teacher Expectations

General Education Teachers will:

- Ensure that all 504 students with accommodations are provided those accommodations regardless of the mode of learning.
- If unable to implement the accommodations for students participating in virtual instruction a 504 meeting will be held to determine a contingency plan for each student's 504 document.
- Document that accommodations have been provided through work samples, accommodation log, etc.

Times of Closure

Upon notice that a campus is closed:

- Contact logs will be maintained by staff;
- Material distribution procedures should be followed by service providers;
- Virtual learning guidelines and 504 contingency plans should be followed;
- 504 meetings will proceed virtually throughout closure, adhering to legal timelines; and
- 504 evaluations will continue during the time of closure;
- If an evaluation timeline cannot be met due to closure, the impact of the delay on services must be addressed when the 504 committee convenes to review evaluation results and develop the 504 plans.

English Learners

Legal Requirement

Bilingual education and ESL programs shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the specific language needs of English learners. The basic curriculum content of the programs shall be based on the Texas Essential Knowledge and Skills (TEKS) and the English language proficiency standards required by the state.

Lamar CISD must ensure that, to the greatest extent possible, each English learner can be provided language program services commensurate with the student's English language proficiency level. The schools must ensure that English learners also have equal access to the same opportunities.

LPAC Guidance

Guidance on Beginning of the Year LPAC Procedures LPAC Procedures – General

Priority LPAC duties at the beginning of the 2020-2021 school year include the following:

- Identification of potential English learners within the first four calendar weeks of the students' enrollment.
- Completion of the extended timeline for determining English learner reclassification through the first 30 calendar days of the 2020-2021 school year.

LCISD LPAC will continue to use the following provisions:

- Video conferencing
- Use of electronic signatures that adhere with LEA policy
- Optional LPAC parent representation (although highly encouraged)

LPAC Procedures – English Learner Identification and Placement

LPAC will attempt to complete the English learner identification process within the four calendar weeks requirement, as feasible, and documents in the student's permanent record the reasons for which the timeline was extended. Important notes:

- **The English learner identification assessment (preLAS/LAS Links) cannot be administered virtually. Any virtual assessments given are invalid and cannot be used for identification of English learners. TEA is providing additional guidance on providing online testing on Aug. 14.**
- If a student is assessed for English proficiency prior to a period of school closure, the LPAC may meet through alternative meeting methods (phone or video conference) in order to complete the identification.
 - The participation of the LPAC parent is optional.
 - If the student is identified by the LPAC, the student's parent is notified of identification, and parental approval may be obtained in writing or through an email or documented phone conversation.
- No special form is needed for documenting reasons for delayed identification.

- For students transferring from other Texas public schools, previous LPAC identification documentation should be obtained and utilized to continue program services.

Bilingual or ESL Program placement pending EL identification testing:

Generally, TAC 89.1220 (j) allows for identified English learners who are awaiting parental approval to be temporarily placed in a bilingual education or ESL program. Campus may similarly provide temporary instructional support for potential English learners to ensure prompt access to program services when the identification process is delayed.

A student cannot be formally placed in program services (by indicating in TSDS – PEIMS) and cannot generate Bilingual Education Allotment (BEA) funds as an English learner until he/she has been identified as an English learner by the LPAC and parental approval for program services has been received.

LCISD recommendation for Pre-K English Learner Eligibility Process Initial Program Identification and Pre LAS testing procedures:

- Campus principal will coordinate with ESL/Bilingual coach to secure testing location and dates to begin the process of EL testing.
- Initial priority will be given to currently enrolled Pre-K students.
- Secure a quiet, welcoming location to test student.
- Due to COVID19 only one parent only will be allowed to accompany student to testing site, no siblings or other family allowed.
- COVID19 Safety district protocols will be followed before and after testing.
- Coach/Tester will use masks/ face shield.
- Tester will keep socially distant from child and will sanitize hands & testing area before and after each testing session.
- Protection barriers may be placed between the tester and student.
- Testing location will be sanitized after every testing session.

Language Testing: Campus Pre-K Initial Identification using Home Language Survey

- Students identified as having a language other than English on the Home Language Survey will be tested initially using the preLAS.
- Parents will be contacted by the campus secretary or coach to set up an appointment for testing.
- Only one parent will be allowed to bring the student to campus.
- In addition, students who have Spanish on the Home Language Survey will also be tested with a Spanish preLAS at the **HOME CAMPUS**.

Language Proficiency Testing Procedures:

Campus Bilingual or ESL Coach will complete the following:

- Test with pre-LAS (English and Spanish -if applicable)
- Determine if the student qualifies for language services (Bilingual or ESL) based on pre-LAS scores.
- Review pre-LAS results with parents and inform them of results (student is eligible or not).

- Complete page two of Lamar CISD Pre-Kindergarten English Language Program Eligibility form-indicating student qualifies or does not qualify for Bilingual/ESL services (Make sure at least two phone numbers are given).
- Parent receives white copy.

Reclassification of EL Students Pending LAS Assessment

- The extended timeline for the first 30 calendar days begins when the LEA resumes school for all students for the 2020-2021 school year.
- Students can be tested before school begins (by appointment) or during the first 30 calendar days for the 2020-2021.
- Students participating in virtual instruction will be contacted to schedule an appointment for LAS testing at their home campus.

Dually Served Students

When a student with a disability is, or might be identified as an English learner (EL), the student's admission, review, and dismissal (ARD) committee or 504 committee must work in conjunction with the language proficiency assessment committee (LPAC) to determine appropriate instructional accommodations and supports.

Joint meetings should occur between key members of both committees to discuss the following:

- Entry and exit criteria for ESL or bilingual services
- Appropriate listening, speaking, reading and writing assessments (TELPAS)
- Appropriate student performance standards to verify that second language acquisition support in English is needed/not needed
- Designate and/or review linguistic accommodations
- Data from progress monitoring
- Determine linguistic needs such as language instruction

Please know the types of designated supports that are most suitable, change as ELs learn English, and the degree of need for particular accommodations lessens.

Provision of Educational Services

For students who choose the on-campus learning option, teachers will:

- Bilingual education and ESL programs shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the specific language needs of English learners.
- The basic curriculum content of the programs shall be based on the Texas Essential Knowledge and Skills and the English language proficiency standards required by the state.
- The LEA must ensure that, to the greatest extent possible, each English learner can be provided language program services commensurate with the student's English language proficiency level.

- The schools must ensure that English learners also have equal access to the same opportunities.
- Virtual learning opportunities should mirror or match the resources and learning opportunities provided in an on-campus setting when possible.
- Language of instruction by content and resources should be aligned to bilingual program model.

For students who choose the virtual learning option, teachers will:

- collaborate with Bilingual/ESL coaches or facilitators to ensure lessons designed and resources selected meet the academic and linguistic needs of EL students in both ESL and Bilingual programs.
- Develop sheltered instruction lessons that embed linguistic accommodations designated by LPAC committee.
- Provide direct instruction through scheduled synchronous sessions;
- If a student is unable to participate during synchronous sessions and accesses lessons at another time, the LPAC committee should convene to identify possible solutions.
- Provide links to virtual platforms for lesson participation.
- Upload daily/weekly lesson materials to the district-designated virtual platforms (Canvas, etc.);
- Collect data and monitor progress; and
- Request a LPAC committee meeting to address any concerns with progress on academic or linguistic progress.

Teacher Expectations

Classroom Bilingual/ESL certified teachers will:

- Ensure that all EL students with linguistic accommodations are provided those accommodations regardless of the mode of learning.
- If unable to implement the identified linguistic accommodations for students participating in virtual instruction, an LPAC meeting will be held to determine an alternate linguistic accommodation to support academic needs.
- Follow the Dual Language instructional plan for Spanish and English language allocation and instruction.
- Document that linguistic accommodations have been provided through work samples, lesson plans, CANVAS modules, etc.

Bilingual/ESL Coach Expectations

Bilingual/ESL Coach will:

- Ensure that ESL/Bilingual classroom teachers have a copy of student's linguistic accommodations.
- Assist ESL/bilingual certified teachers when planning and implementing students' linguistic accommodations regardless of the mode of learning.

- If unable to implement the identified linguistic accommodations for students participating in virtual instruction an LPAC meeting will be held to determine alternate linguistic accommodation to support students' academic needs.
- Coaches will assist in ensuring that, to the greatest extent possible, each English learner can be provided language program services commensurate with the student's English language proficiency level. The schools must ensure that English learners also have equal access to the same opportunities.
- Bilingual coaches will assist teachers plan and differentiate for students participating in a Dual Language program.
- Conduct Linguistic Accommodations and LPAC meetings in Ellevation, copies of meeting minutes and compliance documentation are filed in LPAC binder.
- Document all communication with parent in the communication log in LPAC binder.

Bilingual/ESL Paraprofessional Expectations

- Assist with small group instruction within the classroom.
- Provide pre-teaching, review, re-teaching in small group or one on one.
- ESL/Bilingual paraprofessional staff could be a part of teacher led Zoom sessions and be assigned to breakout rooms.
- ESL/Bilingual paraprofessional staff could hold Zoom sessions with virtual students to repeat/review/reinforce previous instruction led by the classroom teacher.

Gifted and Talented

Legal Requirement

The Texas State Plan for the Education of Gifted/Talented Students states that students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research and communication as evidenced by the development of innovative product and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience or environment.

In LCISD, the Gifted and Talented (GT) Program exists to seek, identify, and provide advanced learners with the appropriate classroom instruction and services to fulfill their highest potential. Students identified as gifted and talented require modifications in instructional strategies, content, and development of skills and/or products beyond that required in a general education setting.

General Guidance

All students identified and placed in the LCISD Gifted and Talented Program will be

- Provided differentiated instruction in the foundation curricular areas by trained GT classroom teachers,
- Provided opportunities for acceleration in areas of exceptional strength,

- Served in the GT classrooms through modifications by adding depth and complexity to the state/district curriculum,
- Taught higher order thinking skills in the elementary GT pullout classes by GT facilitators,
- Encouraged to exercise creativity and higher-level thinking, and
- Offered quality training by professionals through the preparation of advanced level products (grades 9-12).

Gifted and Talented Services On-Campus

- Group sizes will comply with state and local regulations.
 - It is recommended elementary GT cluster classes maximize the number of GT students in the class to limit number of classrooms visited for pulling GT students for the Pull-Out Program.
- Campus GT scheduling will remain the same for on-campus instruction provided in the Pull-Out Program for 90 minutes per week.
- GT Facilitators will pick up GT students from classrooms following the guidelines/protocols set forth by Lamar CISD.
- Multiple groups may use a shared space only when the area is large enough to allow for all students and their respective desks to be socially distant
- Designated spaces in the GT Room or flex areas should be used for small group instruction.
 - With GT appeals and fall screening, consideration should be given to a flexible, mobile interaction with the use of computer labs, laptop carts, and/or library space.

Gifted and Talented Virtual Services

- Virtual programming will be scheduled dependent upon the GT Facilitator and student schedules.
- Student virtual learning expectations will be an independent study through Canvas with a pre-recorded Zoom meeting. There will be a follow up through a Zoom session with the GT Facilitator for the campus.
- Zoom sessions may involve multiple campuses and/or grade levels.

Provision of Educational Services

- CogAT, Olsat Assessments and portfolios for GT will be conducted in small groups for students at each campus following district guidelines for both on-campus and virtual instruction.
- Parents will be contacted by the facilitator to set up an appointment for testing.
- Only one parent will be allowed to bring the student to campus.
- GT Appeals may be held on-campus and/or in a virtual setting.

Dyslexia Services

Legal Requirement

Lamar CISD will ensure that students with disabilities have access to a free and appropriate public education (FAPE). We will ensure that, to the greatest extent possible, each student with a disability can be provided FAPE under special education or Section 504, consistent with the plan developed for the individual student to meet the requirements of the student's individualized education program (IEP) or Section 504 plan.

Provision of Educational Services

For students receiving on-campus services the following will occur:

- Reading Interventionist will provide small group intervention to identified students.
- Reading Interventionists will log daily attendance on attendance log.
- Reading Interventionists will ensure General Education teachers receive each students' individual accommodations.
- Reading Interventionists will collaborate with general education teachers to ensure accommodations are being implemented with fidelity.

For students who choose the virtual learning option, teachers will:

- Develop a weekly schedule of synchronous lessons;
 - Collaborate with parents and campus staff when developing the schedule.
 - These sessions must mirror what the student receives in the school building (ex. 4 days a week, 25 minutes a day).
- Provide direct instruction through scheduled synchronous sessions;
 - If a Reading Interventionist is absent, they will contact the parents to schedule make up sessions.
- Provide links to virtual platforms for lesson participation.
- Ensure students have necessary materials to participate.
- Document student participation and attendance on the student's attendance log.
- Collect data and monitor progress.
- Document all communication with parent in the communication log in SuccessEd.
- Request an ARD meeting or 504 meeting to address any concerns with progress in the intervention.

Instructional Services

Services providers should:

- Ensure group sizes comply with state and local regulations.
- Develop schedules that maximize time in a single classroom and minimize the number of rooms visited per day.
- Provide direct service minutes in alignment with the ARD schedule of services or 504 service plans both virtually or on-campus.
- Maintain accurate communication/attendance logs.

- Face coverings and protective barriers should be used when appropriate.
- Clear barriers should be used for small group instruction and individual assessments as needed.
- Students for whom it is developmentally appropriate should wear face coverings over the nose and mouth, except while engaging in an activity where the mask cannot be worn (e.g., eating). Students' individual needs will be addressed on a case-by-case basis.
- Adhere to district expectations for PPE and scheduling to minimize cross-contamination.

Reading Interventionist Expectations

Reading Interventionists will:

- Provide direct instruction for daily lessons.
- Ensure that general education teachers have a copy of student's accommodations.
- Ensure that all 504 and Special Education students with dyslexia are provided accommodations regardless of the mode of learning.
- If unable to implement the accommodations for students participating in virtual instruction a 504 or ARD meeting will be held to determine a contingency plan located in the deliberations of each student's 504 or ARD document.
- Document all communication with parent in the communication log in SuccessEd.
- Complete student evaluations in lieu of school closures.

Times of Closure

Upon notice that a campus is closed:

- Communication/attendance logs will be maintained by staff;
- Material distribution procedures should be followed by service providers;
- Virtual learning guidelines and 504 or ARD contingency plans should be followed;
- 504s and ARDs will proceed virtually throughout closure, adhering to legal timelines; and
- If an evaluation timeline cannot be met due to closure, the impact of the delay on services must be addressed when the 504 or ARD committee convenes to review evaluation results and develop the 504 or IEP plans.

Lamar CISD 2020-2021 Training Schedule

| Time Frame | Topic | Mode | Description | Audience |
|------------------|--------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| July/August 2020 | Canvas LMS Training | Asynchronous Canvas Course | <p>Online course designed as an introduction to the district LMS, Canvas. The course is broken into three tiers for teachers to master as the continue through the year and their development as a Canvas use.</p> <p>Course is designed as both an introduction tool and an on-going support for staff.</p> | Curriculum Coordinators Curriculum Coaches Campus Admin Teachers |
| August 2020 | Online Best Practices – Introduction | Asynchronous Canvas Course | <p>Two-hour course developed through our LMS Canvas covering:</p> <ul style="list-style-type: none"> • Basic expectations of online instruction in Lamar CISD • Accessibility considerations for virtual learners • Community development • Student Experience • Online Assessment Overview | District Admin Curriculum Coordinators Curriculum Coaches Campus Admin Teachers |
| August 2020 | Online Best Practices – Deep Dive | Synchronous Webinars | <p>Six-hour training offered via Zoom to all instructional staff prior to the start of the school year. Topics included a deeper investigation into concepts and tools introduced as part of the Online Best Practices Introduction course:</p> <ul style="list-style-type: none"> • Accessibility considerations for virtual learners <ul style="list-style-type: none"> ○ Accessible design for all students ○ Immersive Reader | District Admin Curriculum Coordinators Curriculum Coaches Campus Admin Teachers |

Lamar CISD 2020-2021 Training Schedule

| Time Frame | Topic | Mode | Description | Audience |
|----------------|------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| | | | <ul style="list-style-type: none"> ○ Content breakout sessions for dive into curriculum specific resources ● Community Development & Student Experience <ul style="list-style-type: none"> ○ Online engagement ○ Effective communication for virtual instruction ○ Digital Citizenship ● Assessment & Feedback <ul style="list-style-type: none"> ○ Assessment options through Canvas ○ Feedback best practices | |
| September 2020 | Student Experience - Nearpod | Asynchronous Canvas Course & Synchronous Webinar / Face-to-Face | <p>Introduction to Nearpod and the virtual instruction tools it brings to the classroom, including highly engaging synchronous & asynchronous learning opportunities for students.</p> <p>Asynchronous Canvas course available to support teachers already familiar with the tool and webinars / face-to-face trainings available for teachers needing a deeper understanding of the tool.</p> | Curriculum Coordinators Curriculum Coaches Campus Admin Teachers |
| September 2020 | Student Experience – Canvas Studio | Asynchronous Canvas Course & Synchronous Webinar / Face-to-Face | Canvas Studio is video creation and engagement tool available through the Canvas LMS. Teachers will be trained on how to use this tool for screencasts, introduction videos, and how to create | Curriculum Coordinators Curriculum Coaches Campus Admin Teachers |

Lamar CISD 2020-2021 Training Schedule

| Time Frame | Topic | Mode | Description | Audience |
|----------------|------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| | | | <p>quizzes inside of videos to increase student engagement with instruction.</p> <p>Asynchronous Canvas course available to support teachers already familiar with the tool and webinars / face-to-face trainings available for teachers needing a deeper understanding of the tool.</p> | |
| September 2020 | Online Best Practices - Videoconferences | Asynchronous | <p>Training on how to have effective Zoom meeting with students.</p> <ul style="list-style-type: none"> • Classroom management tips • Meeting setup • Engagement strategies | Campus Admin Teachers |
| October 2020 | Assessment and Feedback | Synchronous Webinar / Face-to-Face | Review of topics covered during beginning of year Online Best Practices course and honing assessment/feedback strategies to best meet student needs and effectively evaluate student growth. | Curriculum Coordinators Curriculum Coaches Campus Admin Teachers |
| November 2020 | Collaboration and Cooperative Learning | Asynchronous Canvas Course & Synchronous Webinar / Face-to-Face | Training on integration of Office365 tools directly into the Canvas LMS and how these tools can be used to support student collaboration and cooperative learning. | Campus Admin Teachers |
| January 2021 | Differentiation and Personalization | Synchronous Webinar / Face-to-Face | Training on Blended Learning and Online Learning best practices related to differentiation and personalization to meet individual student needs. | Campus Admin Teachers |