

Updated (8/11/20)



Expect To Begin and End Strong    Achieve By Being Engaged Daily    Excel In Order to be LIFE READY

# 2020-2021 Remote Instruction Plan



Superintendent.....Mrs. C. Hernandez  
Asst.Superintendent.....Mrs. C. Torres  
Executive Director of Curriculum.....Dr. I. Rodriguez  
CFO.....Mr. A. Aguilar

## TEA Requirement: Providing Notice

La Feria ISD is providing notice to parents, families, and the community regarding back-to-school plans and instruction through this initial document. As further required, one week prior to the start of school, a plan to mitigate COVID-19 will be disseminated via Skyward to all families and posted on the district and school websites. Preliminary information is posted in this guidance and is subject to change based on state and local decisions.

**COVID-19 Response Team** – La Feria ISD has developed a COVID-19 Task Force to respond to concerns and communicate district decisions.

Cathy Lee Hernandez	Superintendent	<a href="mailto:cathy.hernandez@laferiaisd.org">cathy.hernandez@laferiaisd.org</a>
Cynthia Torres	Asst. Superintendent	<a href="mailto:cynthia.torres@laferiaisd.org">cynthia.torres@laferiaisd.org</a>
Antonio Aguilar	CFO	<a href="mailto:antonio.aguilar@laferiaisd.org">antonio.aguilar@laferiaisd.org</a>
Dr. Isaac Rodriguez	Exec. Dir. C&I	<a href="mailto:isaac.rodriguez@laferiaisd.org">isaac.rodriguez@laferiaisd.org</a>
Veronica Torres	Technology Director	<a href="mailto:veronica.torres@laferiaisd.org">veronica.torres@laferiaisd.org</a>
Carlos Verduzco	Safety Coordinator	<a href="mailto:carlos.verduzco@laferiaisd.org">carlos.verduzco@laferiaisd.org</a>
Darrel Guerra	M&T Director	<a href="mailto:darrell.guerra@laferiaisd.org">darrell.guerra@laferiaisd.org</a>
Sarah Saldivar	Head Nurse	<a href="mailto:sarah.saldivar@laferiaisd.org">sarah.saldivar@laferiaisd.org</a>
Cynthia Chairez	LFHS Principal	<a href="mailto:cynthia.chairez@laferiaisd.org">cynthia.chairez@laferiaisd.org</a>
Michael Torres	W.B. Green Principal	<a href="mailto:michael.torres@laferiaisd.org">michael.torres@laferiaisd.org</a>
Dr. Yvette Cantu	N. Dominguez Principal	<a href="mailto:yvette.cantu@laferiaisd.org">yvette.cantu@laferiaisd.org</a>
Umberto Flores	D. Sanchez Principal	<a href="mailto:umberto.flores@laferiaisd.org">umberto.flores@laferiaisd.org</a>
Rosalinda Garza	C.E. Vail Principal	<a href="mailto:rosalinda.garza@laferiaisd.org">rosalinda.garza@laferiaisd.org</a>
Hector Cazares	Sam Houston Principal	<a href="mailto:hector.cazares@laferiaisd.org">hector.cazares@laferiaisd.org</a>
Board Member 1	LFISD Board President	<a href="mailto:juan.briones@laferiaisd.org">juan.briones@laferiaisd.org</a>
Board Member 2	LFISD Board Member	<a href="mailto:gloria.casas@laferiaisd.org">gloria.casas@laferiaisd.org</a>

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## Introduction

With the start of the school year just around the corner, La Feria ISD has been making the necessary preparations planning what the return to school will look like for our students, staff and our families. Our La Feria ISD Task Force Committee has been reviewing possible structures for the reopening of schools. Ensuring the health and safety of our local school community continues to be our priority as we plan for the 20-21 school year. As we continue to plan, we are committed to our guiding principles

### Guiding Principles

- All students and families will have access to quality educational materials and to the supports needed to successfully access those materials.
- Given the reality of the digital divide, we will provide digital and non-digital access to content.
  - Students and schools/teachers will maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students' contexts (their mindset, feelings, responsibilities, home considerations, etc.).
- Support the whole child—their mental health, nutritional needs, and safety needs.
- Communicate and provide support with our Parents and other caregivers
- Provide support to teachers to ensure their success and resilience.

## Academic Calendar

We will be implementing 100% remote instruction for all students for the first four weeks beginning **August 24, 2020**, in order to prepare for in-person instruction as mandated by our state and federal leaders. If we need to suspend classes due to health and safety conditions, teaching and learning will continue online. For the most updated information, please refer to our District webpage or our Facebook District site. We are looking forward to welcoming students and families on the first day of school!

## TEKS Resource System

La Feria ISD has adopted the TEKS Resource System (TRS) as its Guaranteed and Viable Curriculum, or GVC. The TEKS Resource system covers all four content areas, including: English Language Arts and Reading; Mathematics; Science and Social Studies. It contains shared units and instructional resources that are aligned with the state-required Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS). In addition to this curriculum, teachers will also be supplementing their instruction with our state adopted textbooks and other District approved resources.

## Current Online Instructional Resources

Below are the current resources being used by campuses in support of distance learning.

Grade Level	Reading Online Intervention & Enrichment	Math Online Intervention and Enrichment
<b>Pre-K3-K4</b>	Istation, Brainpop Jr., Jack Harman videos, ABC Mouse, PBS Kids, Sesame Street. Class Dojo, Children's Learning Institute	Khan Academy, Cool math games, ABC Mouse
<b>Kindergarten</b>	Istation, Brainpop Jr., Jack Harman videos, ABC Mouse, PBS Kids, Sesame Street. Class Dojo, Renaissance Learning,	Khan Academy, Cool math games, ABC Mouse
<b>1<sup>st</sup> Grade</b>	Istation, Education Galaxy, Go Noodle, Brainpop, National Geographic, ABC Mouse, Class Dojo, Renaissance Learning,	Khan Academy, Cool math games, ABC Mouse
<b>2<sup>nd</sup> Grade</b>	Istation, ABC Mouse, Dreamscapes, Epic, Teach your Monster to Read, Brainpop, Youtube videos, Class Dojo, Renaissance Learning,	Khan Academy, Prodigy
<b>3<sup>rd</sup> Grade</b>	Istation, Pearson, Epic, Kahoot, Epic, Brainpop, Education Galaxy (SH), GoNoodle, Education Galaxy, Youtube videos, Class Dojo, Renaissance Learning	Khan Academy, Prodigy
<b>4<sup>th</sup> Grade</b>	Istation, Pearson, Epic, Kahoot, Brainpop, Education Galaxy (SH), Youtube videos, Class Dojo, Renaissance Learning	Khan Academy, Prodigy
<b>5<sup>th</sup> Grade</b>	Istation, Pearson, Epic, Flocabulary, Renaissance Learning	Khan Academy, Prodigy
<b>6<sup>th</sup> - 8<sup>th</sup> Grade</b>	Pearson, McGraw-Hill,	Khan Academy

9 <sup>th</sup> - 12 <sup>th</sup> Grade	McGraw-Hill, Google Classroom	Khan Academy, Google Classroom, Canvas (somee dual enrollment classes)
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## Teaching and Learning

La Feria ISD will ensure that we are ready to smoothly transition between remote learning, on-campus instruction, and a combination of the two, as our local COVID 19 conditions change. To keep students and staff safe while at school, social distancing measures will be put in place. This may include having fewer numbers of students on campus each day and asking students and staff to wear a facial covering. Any student that does not have a computer for remote instruction will be provided one by the District. In addition, we will be providing internet access for those families who may need connectivity. Below are **three learning models** we are working on at this time:



### **On-campus Face-to-Face Instruction (Effective pending state and local mandates)**

On-campus face-to-face learning occurs when the teacher and the student meet physically in a classroom for a set of time for whole-group lessons, small group lessons, guided practice, and independent practice with social distancing and health and safety measures in place. We are committed to making sure that all students receive the support and services that they need. We understand the importance for choice for families, so families will be able to choose how their child will learn next year, including 100% remote learning.



### **Synchronous Instruction (remote instruction)**

Synchronous refers to live, scheduled, interactive classes with teachers and students in real-time, teacher-supported work time, and scheduled and timed online tests.

### **Asynchronous Instruction (remote-instruction)**

Asynchronous instruction refers to self-paced instruction with intermittent teacher interaction. There is pre-assigned work with remote formative assessments that ensure continued information on student progress. Students in grades PreK-2nd grade have access to instructional videos from their teachers and have access to programs such as Seesaw while grades 3-12 will use Google Classroom as the main learning management platform. Students will also watch pre-recorded

videos of instruction with guided support. Teachers in all grade levels will interact with students with video communication platforms such as Google Meets and ZOOM.

## Assessment

As a result of COVID-19 and the cancellation of the State of Texas Assessments of Academic Readiness (STAAR) for the 2019-2020 school year, beginning-of-year (BOY) assessments will be administered to students to help indicate their understanding of the TEKS from the previous school year.

The BOY assessments have been built using released STAAR test questions. While the optional BOY assessments will be administered in early fall 2020, they are, as noted above, designed to diagnose understanding of the TEKS from the previous school year. Therefore, the BOY assessments should be administered to students in grades 4 - 12, based on their prior year enrolled grade level or course.

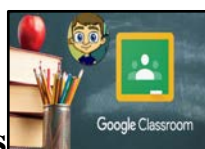
ASSESSMENT	DESCRIPTION	TIMING	PURPOSE
TPRI and Tejas LEE Pre-k-4th grade	Assess students' early reading skills.	Beginning of the Year  Middle of the Year  End of the Year	Diagnostic assessment used to help teachers design targeted differentiated instruction to meet students' needs.
Beginning-of-Year (BOY) Assessments	New assessment created in response to COVID-19.	Once at the beginning of the school year  (Fall)	Gauge where students are in their understanding of the TEKS as they begin the school year.
Benchmark Assessments	Benchmark assessments that mirror the blueprint of the STAAR and are administered on the same platform as the STAAR	twice a year:  Recommended in December and February/March (6 weeks prior to actual STAAR assessment)	Monitor student progress. Predict student performance on the STAAR. Identify students for intervention.

Curriculum Based Assessments (CBA)	Tool used to administer TEKS covered at that moment of time.	Frequently throughout the year. Assessment taken once per six weeks or after specific units are covered.	Supplement existing teacher formative assessment practices. Support teachers in building and administering classroom quizzes to inform and adjust instruction.
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## Remote Learning School Supplies:

1. Device
2. WIFI
3. Pencils/Pens
4. Writing Notebooks for note taking
5. other items as per campus



## Learning Management Systems

For students from **PK-2nd grade**, student work will be submitted through Seesaw. **Seesaw** is a platform for student engagement that incorporates teacher, parent, and student feedback. For students in grades **3rd-12th grade**, student work will be submitted through Google Classroom as their Learning Management System (LMS). **Google Classroom** is a web-based learning environment that allows students to view class announcements, access posted course content, view posted assignments, and turn in completed work. There will be a step by step document included with the student's device (upon pick-up) that has instructions on how to navigate these learning management systems. In addition, instructional videos will be posted on social media and the District webpage.

## INSTRUCTIONAL TECHNOLOGY

The LFISD Instructional Technology team will provide training to campus technology teams to support teachers, parents, and students.

### Remote Learning: Instructional Student/Parent Help Desk

La Feria Academy	<a href="mailto:laferiaacademy@laferiaisd.org">laferiaacademy@laferiaisd.org</a>	956-797-8360
La Feria High School	<a href="mailto:lfhighschoolgroup@laferiaisd.org">lfhighschoolgroup@laferiaisd.org</a>	956-797-8370
W. B. Green Junior High	<a href="mailto:lfwbgreenjrhigh@laferiaisd.org">lfwbgreenjrhigh@laferiaisd.org</a>	956-797-8400
N. Dominguez Elementary	<a href="mailto:lfnoemidominguez@laferiaisd.org">lfnoemidominguez@laferiaisd.org</a>	956-797-8430
Sam Houston Elementary	<a href="mailto:lfsamhoustonelem@laferiaisd.org">lfsamhoustonelem@laferiaisd.org</a>	956-797-8490
D. Sanchez Elementary	<a href="mailto:lfdauidsanchezelem@laferiaisd.org">lfdauidsanchezelem@laferiaisd.org</a>	956-797-8550
C.E. Vail Elementary	<a href="mailto:lfcevailelem@laferiaisd.org">lfcevailelem@laferiaisd.org</a>	956-797-8460



## Technical/Computer Helpdesk

High School, Academy, Special Education:	<a href="mailto:nicolas.olvera@laferiaisd.org">nicolas.olvera@laferiaisd.org</a>	1-956-433-3063
W.B. Green J.H., C.E. Vail Elementary, D. Sanchez Elementary:	<a href="mailto:mario.garcia@laferiaisd.org">mario.garcia@laferiaisd.org</a>	1-956-433-3103
Noemi Dominguez, Sam Houston	<a href="mailto:omar.perez@laferiaisd.org">omar.perez@laferiaisd.org</a>	1-956-261-4108

## Parent/Teacher Communication Support

Grade Level	Program	Link for Help Videos
<b>PreK-2nd</b>	Seesaw	Tour of the Class App <a href="https://drive.google.com/file/d/1AyCJTA1F0aHmTUgZej_0f5Q-xkgnkfok/view">https://drive.google.com/file/d/1AyCJTA1F0aHmTUgZej_0f5Q-xkgnkfok/view</a> Connecting to Seesaw for Parents - Parent Tutorial #1 <a href="https://www.youtube.com/watch?v=WTEc57nhqnQ">https://www.youtube.com/watch?v=WTEc57nhqnQ</a> Como usar SeeSaw desde casa <a href="https://www.youtube.com/watch?v=cIG2RqkJaAI">https://www.youtube.com/watch?v=cIG2RqkJaAI</a>
<b>PreK-4th</b>	I-Station	Istation Home Introduction <a href="https://www.youtube.com/watch?v=7dcVUcwfovg">https://www.youtube.com/watch?v=7dcVUcwfovg</a> Istation en Casa <a href="https://drive.google.com/file/d/1jtAfe_E4rU4xAdSWhAEouP0GyTkEpX0p/view?ts=5f2c6bab">https://drive.google.com/file/d/1jtAfe_E4rU4xAdSWhAEouP0GyTkEpX0p/view?ts=5f2c6bab</a>
<b>3rd-12th</b>	Google Classroom	Google Classroom Video Tutorial for Students and Parents <a href="https://www.youtube.com/watch?v=y9RNCxvRGcg">https://www.youtube.com/watch?v=y9RNCxvRGcg</a> Como usar Google Classroom para padres y estudiantes <a href="https://www.youtube.com/watch?v=coZLM_s00lY">https://www.youtube.com/watch?v=coZLM_s00lY</a>

## Roles in Supporting Remote Instruction

<b>STUDENTS</b>  <b>will prepare for remote instruction by:</b>	<b>FAMILIES</b>  <b>will prepare for remote instruction by:</b>
<p><b><u>TEACHERS</u> will prepare for remote instruction by:</b></p> <ul style="list-style-type: none"> <li>● Participating in group professional learning and attending virtual learning sessions intended to support distance learning.</li> <li>● Providing instructional resources and materials through digital learning means such as Seesaw, Google Classroom and Google Meet/Zoom etc.</li> <li>● Ensuring that they are monitoring District communication for up-to-date information regarding school closures &amp; instructional continuation plans.</li> </ul>	<ul style="list-style-type: none"> <li>● Assuring that a device and internet access are available at home.</li> <li>● Ensuring that they are monitoring District communication for up to date information regarding school closures &amp; instructional continuation plans.</li> <li>● Encouraging their child’s participation in distance learning.</li> <li>● Reviewing the appropriate grade-level information linked within the District website.</li> <li>● Ensuring that they know their child's usernames and passwords for instructional resources that are accessible via the District portal and/or this website.</li> <li>● Communicating with their child’s teachers via Google Classroom or other communication media.</li> </ul> <p><b><u>The District</u> will prepare for remote instruction by:</b></p> <ul style="list-style-type: none"> <li>● Providing devices to each student.</li> <li>● Providing internet use through hotspots.</li> <li>● Provide a safe learning environment through secure filters.</li> <li>● Provide adequate instructional technology.</li> <li>● Provide device fixes when needed.</li> <li>● Provide a curriculum that meets all TEKS standards.</li> </ul>

<ul style="list-style-type: none"> <li>● Grading and providing feedback to students.</li> <li>● Communicating with students through Google Meets/Classroom/other.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide communication through social media, school messenger, phones, email.</li> <li>● Provide tutorials through screencasts and youtube.</li> <li>● Provide instructional software programs.</li> <li>● Prepare teachers and students for distance learning.</li> </ul>
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### Pre-K-2nd grade



Students will receive a blend of synchronous and asynchronous instruction.

Core Content Areas	Electives
There will be daily <b>Synchronous</b> teacher-student interactions which include direct instruction, group work and assessment.	Students will receive daily <b>Asynchronous Instruction</b> for music and P.E. The music and physical education teacher will provide instructional videos for students to follow
<b>Some lessons</b> will be recorded for students to access at a later time in the <b>Asynchronous</b> platform (Seesaw /Google Classroom)	
The students must be able to complete and turn in assignments on a daily basis.	
The teachers will schedule one-on-one tutorials and intervention times as needed.	
The Instructional Learning Management system for Pre-K-2nd grade is Seesaw	

*PLEASE NOTE: The level of rigor, workload, time commitment, and timing of classes will be vastly different from the instructional packets implemented in the spring of 2020. The details on this page are*

*subject to change as directives are provided by governing authorities and/or health officials or as environmental conditions change. Please check back for the latest accurate information.*

## Sample PK4 Weekly Schedule for Remote Learning

**Maroon:**Synchronous



**Gold:**Asynchronous

**Grey:**done independently by student & family

Synchronous: Live face-to-face with teacher					
Asynchronous-Independent practice for our students. Activities and lessons are pre-recorded.					
At-home activities to be conducted independently with student and their families					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00	Breakfast				
8:00-8:15	Morning Check In (Teacher and Parent/Student through Seesaw)				
8:15-9:00	Physical Education (Teacher Planning)				
9:00-9:30	Literacy (Read Aloud)				
9:30-10:15	Literacy Activities Phonological Awareness, Ind. Practice and Small Group Support				
10:15-10:45	Math lesson				
10:45-11:30	Math Ind. practice and Small group support				

11:30-12:15	Lunch				
12:15-1:00	Rest Break				
1:00-1:30	Science Asynchronous (pre-recorded lessons and activities)				
1:30-2:00	Social Studies Asynchronous (pre-recorded lessons and activities)				
2:00-2:45	Enrichment Activities	Enrichment Activities	Enrichment Activities	Enrichment Activities	Enrichment Activities
2:45-3:15	Good-Bye Circle				
3:15-4:00	Teacher Office Hours/Tutoring/Support with Independent work				

## Sample K-2 Weekly Schedule for Remote Learning

Maroon:Synchronous

Gold:Asynchronous

Grey:done independently by student & family

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00	Breakfast				
8:00-8:15	Morning Check In (Teacher and Student Interact through (Seesaw/Google Meets/Zoom))				
8:15-9:00	Phonics Foundational Skills Ind. practice & Small Group Support				
9:00-9:45	Physical Education (Teacher Planning)				
9:45-10:30	Reading/Literacy Activities				
10:30-11:00	Ind. Reading				
11:00-11:45	Math lesson	Math lesson	Math lesson	Math lesson	Math lesson

11:45-12:30	Lunch
12:30-1:00	Math Ind. practice and Small group support
1:00-1:30	Science Asynchronous (pre-recorded lessons and activities)
1:30-2:00	Social Studies Asynchronous (pre-recorded lessons and activities)
2:00-2:15	Recess
2:15-2:45	Reading RTI/Independent Enrichment Activity
2:45-3:15	Math RTI/Independent Enrichment Activity
3:15-4:00	Teacher Office Hours/Tutoring/Support with Independent work

### 3rd-5th grade

Students will also receive a blend of synchronous and asynchronous instruction

Core Content Areas	Electives
Students are expected to follow the schedule to access their assignments and enrichment activities as well as receive small group and individualized support. Dedicated daily attendance time.	Students will receive daily <b>Asynchronous Instruction</b> for music and P.E. The music and physical education teacher will provide instructional videos for students to follow
<b>Some lessons</b> will be recorded for students to access at a later time in the <b>Asynchronous</b> platform (Google Classroom)	
The students must be able to complete and turn in assignments on a daily basis.	

Scheduled tutorials, small group instruction and interventions..	
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### 3rd-4th Weekly Schedule for Remote Learning

Maroon:Synchronous/Gold:Asynchronous/Grey:done independently by student & family

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00	Breakfast				
8:00-8:15	Morning Check In (Teacher and Student Interact through Google Meets/Zoom)				
8:15-9:15	Language Arts (Check for attendance)	Language Arts (Check for attendance)	Language Arts (Check for attendance)	Language Arts (Check for attendance)	Language Arts (Check for attendance)
9:15-10:00	Physical Education (Teacher Planning)	Physical Education (Teacher Planning)	Physical education (Teacher Planning)	Physical Education (Teacher Planning)	Physical education (Teacher Planning)
10:00-11:00	Sharon Wells Math	Sharon Wells Math	Sharon Wells Math	Sharon Wells Math	Sharon Wells Math
11-11:15	Recess				
11:15-12:00	Writing Lesson	Writing Lesson	Writing Lesson	Writing Lesson	Writing Lesson

12:00-12:45	Lunch				
12:45-1:15	Science Asynchronous (pre-recorded lessons and activities)				
1:15-1:45	Social Studies Asynchronous (pre-recorded lessons and activities)				
1:45-2:30	Reading RTI/Independent Enrichment Activity	Reading RTI/Independent Enrichment Activity	Reading RTI/Independent Enrichment Activity	Reading RTI/Independent Enrichment Activity	Reading RTI/Independent Enrichment Activity
2:30-3:15	Math RTI/Independent Enrichment Activity	Math RTI/Independent Enrichment Activity	Math RTI/Independent Enrichment Activity	Math RTI/Independent Enrichment Activity	Math RTI/Independent Enrichment Activity
3:15-4:00	Teacher Office Hours/Staff meeting/PLC				

## 5th Grade Weekly Schedule for Remote Learning

Maroon:Synchronous/Gold:Asynchronous/Grey:done independently by student & family

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00	Breakfast				
8:00-8:15	<b>Morning Check In (Teacher and Student Interact through Google Meets/Zoom)</b>				
8:15-9:15	Language Arts (Check for attendance)	Language Arts (Check for attendance)	Language Arts (Check for attendance)	Language Arts (Check for attendance)	Language Arts (Check for attendance)
9:15-10:00	Physical Education (Teacher Planning)	Physical Education (Teacher Planning)	Physical education (Teacher Planning)	Physical Education (Teacher Planning)	Physical education (Teacher Planning)
10:00-11:00	Sharon Wells Math	Sharon Wells Math	Sharon Wells Math	Sharon Wells Math	Sharon Wells Math



11:00-12:00	Science Lesson	Science Lesson	Science Lesson	Science Lesson	Science Lesson
12:00-12:45	Lunch & Recess				
12:45-1:15	Social Studies Asynchronous (pre-recorded lessons and activities)				
1:15-2:15	Reading RTI/Independent Enrichment Activity	Reading RTI/Independent Enrichment Activity	Reading RTI/Independent Enrichment Activity	Reading RTI/Independent Enrichment Activity	Reading RTI/Independent Enrichment Activity
2:15-3:15	Math RTI/Independent Enrichment Activity	Math RTI/Independent Enrichment Activity	Math RTI/Independent Enrichment Activity	Math RTI/Independent Enrichment Activity	Math RTI/Independent Enrichment Activity
3:15-4:00	Teacher Office Hours/Staff meeting/PLC				

## Secondary (6th-12th)

Students will also receive a blend of synchronous and asynchronous instruction.

Core Content Areas	Electives
<p>Students are <b>expected</b> to follow their student schedule to access their assignments and enrichment activities as well as receive small group and individualized support.  <b>Daily attendance required</b></p>	<p>Electives will be offered with a blend of synchronous and asynchronous instruction with opportunities for “virtual” hands-on</p>

<p><b>Some lessons</b> will be recorded for students to access at a later time in the <b>Asynchronous</b> platform (Google Classroom). Scheduled tutorials, small group instruction and interventions will be made available.</p>	<p>experiences.</p>
<p>The students must be able to complete and turn in assignments on a daily basis.</p>	<p>For high school CTE courses, once in-person classes are made available, students must attend in-person labs</p>
<p><b>Students participating are expected to follow the regular bell schedule for all 6th-12th students. While students may not necessarily have live instruction throughout the entire day, students should plan for approximately 4 hours of their day to be involved in direct contact with their teachers and other online students. With that in mind, students must be available for instruction at the same time as their teacher. There must be daily progress through Google Classroom. Teachers will provide feedback.</b></p>	

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## 6th-8th grade schedule Weekly Schedule for Remote Learning Students will follow their own student schedule (Sample Schedule)

6th grade schedule		7th/8th grade schedule	
Time	Monday-Friday	Time	Monday-Friday
7:55-8:45	English Language Arts	8:00 - 8:55	Pre-AP Algebra 1
8:47-9:37	English Language Arts	8:58-9:49	Band
9:39-10:29	Science	9:52-10:43	Pre-AP - English Language Arts

10:31-11:21	<b>Social Studies</b>	10:46-11:37	<b>Pre-AP - English Language Arts</b>
11:23-12:13	<b>Athletics</b>	11:37-12:17	<b>Lunch</b>
12:13-1:13	<b>Lunch</b>	12:20-1:11	<b>Spanish 2</b>
1:16-2:06	<b>Math</b>	1:14-2:05	<b>Pre-AP Social Studies</b>
2:08-2:58	<b>Math</b>	2:08-2:59	<b>Pre-AP Science</b>
3:00-3:50	<b>Elective</b>	3:02-3:53	<b>Athletics</b>
	Office hours for teachers during designated Conference Time during the day		Office hours for teachers during designated Conference Time during the day

When you receive your child's individual schedule, class times will be designated and will vary per student due to course selection. Your child will have to log in daily to their Core classes (ELAR, Math, Science, Social Studies) via ZOOM/Google Meets. PE and elective classes will be self paced via Google classroom. Students will be frequently using Google Classroom. The expectation will be a full day of instruction via synchronous/asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected throughout the day.

**Sample 9th-12th Weekly Schedule for Remote Learning  
Students will follow their own student schedule  
(Sample Schedule)**

Time	Monday-Friday
8:00 - 8:50	<b>AP World History</b>
8:54-9:49	<b>Maroon Band</b>
9:53-10:49	<b>Digital Interactive Media</b>

10:43-11:18	Chemistry
11:22-12:12	Lunch
12:16-1:06	Spanish 2
1:10-2:00	Principles of Law
2:04-2:54	Geometry
2:58-3:48	English 2
	Office hours for teachers during designated Conference Time during the day

**When you receive your child's individual schedule, class times will be designated and will vary per student due to course selection. Your child will have to log in daily to their Core classes (ELAR, Math, Science, Social Studies) via ZOOM/Google Meets. PE and elective classes will be self paced via Google classroom. Students will be frequently using Google Classroom. The expectation will be a full day of instruction via synchronous/asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected throughout the day.**

## **Support Services Roles and Responsibilities**

### **Staff Members**

All staff members on a campus will be given duties by campus principals based on the needs of the both synchronous and asynchronous learning. Our goal is that every staff member is supporting the needs of our students.

### **Counseling Socioemotional Support**

The La Feria ISD Counseling Department will ensure the social emotional needs of all students while supporting the social emotional needs of parents, teachers, and community stakeholders in response to the COVID-19 pandemic. In keeping with the comprehensive counseling model as required by the state of Texas, virtual lessons will be delivered on a weekly basis, while individual counseling will be offered as required and/or as needed. In addition,

the counseling department will continue to provide guidance lessons/presentations at all grade levels utilizing google classroom and other online learning platforms. Their monthly presentation calendar will be posted on the website. Counselors will also continue to provide counseling services to students. Any student that has a history of abuse or suspected abuse must have wellness checks conducted weekly. Counselors will be calling students to ensure their family situation is not intensified during the school closure. All counselors will create a schedule to support the teachers with social and emotional learning activities. These can be scheduled so that teachers have a transition time. High school counselors will also be working on auditing their student records and working on endorsement and course review towards graduation.

## Resource: Topics

<b>Elementary</b>	<b>Middle School</b>	<b>High School/Academy</b>
Kimochis Project Wisdom	School Connect Project Wisdom Mental Health App (Atlas)	School Connect Project Wisdom Mental Health App (Atlas)

## Sample Schedule for Week 1

### Elementary Campuses & Green Middle School

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:00-9:00</b>	<b>Respond to emails and/or phone calls from parents and students</b>				
<b>9:00-10:00</b>	<b>Online Counseling Classes Prek &amp; Kinder, 5<sup>th</sup> Grade and 7<sup>th</sup> Grade</b> <b>Topic: Introduction of Counselor to Students</b>				

10:00-11:00	Online Counseling Classes 1 <sup>st</sup> & 2 <sup>nd</sup> Grade, 6 <sup>th</sup> Grade and 8 <sup>th</sup> Grade
11:00-12:00	Online Counseling Classes 3 <sup>rd</sup> & 4 <sup>th</sup> , 6 <sup>th</sup> Grade and 8 <sup>th</sup> Grade
12:00-1:00	Lunch
1:00-2:30	Provide Emotional Support To Students
2:30-4:30	Special Programs Support Code new to the District students Finish GT testing Gather proper documentation for ESL & 504 students
4:30-5:00	Staff/Team Meetings

### High School/Academy

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Respond to emails and/or phone calls from parents and students				
9:00-10:00	Transcripts/Schedules Review & /Senior Conferences Online Counseling Lesson: Introduction of Counselor to Students (pre-recorded lessons)				

10:00-11:00	<p style="text-align: center;"><b>Transcripts/Schedules Review &amp; Senior Conferences</b></p> <p style="text-align: center;"><b>Online Counseling Lesson: Introduction of Counselor to Students (pre-recorded lessons)</b></p>
11:00-12:00	<p style="text-align: center;"><b>Transcripts/Schedules Review &amp; Senior Conferences</b></p> <p style="text-align: center;"><b>Online Counseling Lesson: Introduction of Counselor to Students (pre-recorded lessons)</b></p>
12:00-1:00	<p style="text-align: center;"><b>Lunch</b></p>
1:00-2:30	<p style="text-align: center;">Provide Emotional Support To Students</p>
2:30-4:30	<p style="text-align: center;"><b>Special Programs Support</b></p> <p style="text-align: center;">Code new to the District students</p> <p style="text-align: center;">Gather proper documentation for ESL &amp; 504 students</p> <p style="text-align: center;">Review Student Schedules</p>
4:30-5:00	<p style="text-align: center;"><b>Staff/Team Meetings</b></p>

## Teachers' Role

Your teaching staff will be working in their classrooms for the regularly scheduled school day. They need to design their activities with a **direct instruction focus** so that we can ensure students are being supported academically. The expectation is that they check on each student who may need assistance, answer emails, and support parents. They must interact with students daily and take attendance daily. Any

student who is not engaged that day will be marked absent. The campus administration's role is also to monitor student participation through daily communication with the teachers. Teachers will keep a log of the students/parents they contact.

## **Paraprofessionals**

Our instructional paraprofessional staff will be assigned small groups of students to support in classroom settings. As well as other duties assigned by campus principals. Their schedules may be adjusted to support groups of students in the latter part of the day.

## **Librarians' Role**

The Librarian should showcase student learning on social media for the district/school. School-wide activities around reading should be showcased. The Librarian should also assist with any technology issues and support the administration with identifying students who need technology equipment.

Librarians will be given additional duties as assigned by the campus principals.

## **Assistant Principals' Role**

All AP's will ensure that every student is working at home and that all teachers are checking on students.

They should have a weekly log of staff interactions and are responsible for ensuring that their (PLC groups) are being supported and that all teachers are monitoring their students. They will also need to contact parents and ensure that any parent calls are answered within 24 hours. Walkthroughs will be conducted remotely using the digital platform unless otherwise approved by the principal.

## **Principals' Role**

The Principal will ensure that all teachers in their oversight have been communicating with students and providing direct instruction. Any parent concerns or issues with work should be addressed immediately. The principal should schedule a weekly leadership meeting and check that all students are progressing in completing their at home learning work. They should also review the weekly attendance and contact any parents who have a pattern of absenteeism.



## Skyward

La Feria ISD uses the **Skyward Student Management System** to record student attendance, grades, and discipline information. The system has been configured to monitor student attendance as well as student engagement/progression with asynchronous assignments and learning activities. The Skyward System will be configured to take attendance and monitor student engagement. The system has an attendance section which teachers can daily record if they had a digital face-to-face session with the teacher.

Elementary teachers will meet with all students daily and should record and the appropriate code in the system during the attendance period. Middle and High School teachers who will meet with their class periods will record the same coding for all digital face-to-face sessions with students.

## Attendance Procedures

Teachers will take and post attendance if students meet certain criteria. Attendance will be taken daily during virtual learning to ensure that students are actively engaged. Students earn daily attendance through daily engagement measure(s). To be considered present and not marked absent, students must meet one or more of the following:

- Daily progress in the Learning Management System (Seesaw, Google Classroom)
- Daily Progress via teacher-student interactions
- Completion/Turn-in of assignments from student to teacher (email, on-line, or mail)

Students who are working on a synchronous/asynchronous activity and have a daily check in or monitoring session through email, Seesaw or a google document process, phone call, or media conference will receive a credit for the day.

Students who have not met at least one of these requirements by the times listed below will be marked absent.

- Elementary Schools - 3:30 p.m.
- Middle Schools – 3:30 p.m.
- High Schools – 3:30 p.m.

**The District will allow the following formats to count as an “APPROPRIATE LEARNING INTERACTION” for the day.**

- Google Document - Completed Activity

- G Suite Application – Completed Activity
- Game-based learning platform – Completed Activity
- Email of a completed assignment
- Digital Conference Interaction – Teacher should document the meeting
- Email Question and Answer with assignment submission
- Video Submission – Student project
- Canvas assignment (Dual Credit)
- Seesaw (PK-2nd grade)
- Istation/AR Renaissance - Completed Activity

Grades that are entered in the gradebook must reflect the interaction that was conducted listed above. If a teacher enters a grade from an asynchronous assignment, the grade will be entered in the gradebook. Teachers must ensure that the interaction is connected to the assignments and content for that day's instruction. An interaction only counts for one day of instruction. Students will be **expected** to be in attendance, with their teachers, during the direct instruction scheduled times. The campus administration team will review all interaction forms weekly and contact any students who are not routinely in attendance as outlined above.

## **Grading Policy**

Both the remote learning option and the traditional in-person model will have the same grading and ranking policies. Report cards will be distributed every six weeks. Campuses will use many data sources to determine individual student progress such as, district assessments, universal screenings, formative assessments, individual student goals, student learning objectives, etc. The La Feria ISD Grading Guidelines newest version will be accessible on the District website soon.

## **Assignment Completion/Submission**

Assignment completion and submission are the same as on-campus learning and as outlined in the LFISD District Handbook and policy. Students are expected to complete and turn in daily work to receive credit for the day. Students should regularly check Seesaw/Google Classroom for assignments and due dates. Assignments cannot be completed all in one day. Student progress will be tracked daily (assignments, activities, interaction with teacher, etc.). Students should communicate with their teacher(s) when they need assistance. Students not making progress, not completing academic packets or opting not to participate during closure, will be eligible for summer school. For promotion to the next grade level, students will need to have completed the requirements outlined in the La Feria ISD grading policy.

## **Required Minutes of Instruction (MINIMUM)**

Students are expected to engage in the scheduled content synchronous and/or asynchronous every day:

- Prekindergarten – Grade 2; Head Start (MINUTES determined by school district)
- Grade 3 – Grade 5 (180+ minutes)
- Grade 6 – Grade 12 (240+ minutes)

Student schedule is determined by an estimated time duration per subject via designated time blocks of instruction. During the day, students will have access to all activities and will complete self-paced assignments independently. Teachers can track student login time and assignment completions and submissions via Google Classroom, and can tailor pacing and content for students based on their individual progress and/or areas where students may require additional practice or support.

Additional synchronous opportunities of interventions, small group instruction and office hours (where teachers can meet with students or answer student questions) are provided daily:

- Interventions and small group instruction are conducted synchronously over video conferencing and are determined on as-needed basis by teachers based on student progress
- Office hours attendance is optional and based on student choice

## **Professional Development for Staff**

La Feria ISD is committed to providing all of its educational stakeholders with quality professional development for the purpose of improving student achievement during COVID-19. In addition to ongoing professional development, teachers will receive remote-learning instructional support such as, but not limited to:

Sharon Wells/Pearlized Math	TEKS Resource System (Planning for Mastery)
Saxon Phonics	Easy Sped Tracker-Inclusion Documentation
Seesaw (Pre-k-2nd grade)	G-Suite Application training
Pear Deck (6th-12th grade)	Pearson/McGraw Hill updates

## Special Education and 504 Support Services

La Feria ISD is committed to implementing a student's IEP to the fullest extent possible through remote instruction and or on-campus instruction. Students receiving special education services will continue to receive technology, related services, accommodations and modifications required by the student's IEP and Section 504 plan. ARD committees will continue to meet to determine the unique needs of students who receive special education services.

## Bilingual/ESL Supports

Bilingual and English as a second language supports can be provided through remote instruction or a combination of remote and on-campus instruction. Instruction is accommodated and scaffolded through sheltered and adapted lessons. English learners are provided language program services that are commensurate with the student's English language proficiency level. Language Proficiency Assessment Committees (LPAC) will continue to monitor students' academic growth and progress as well as second language acquisition, development, and attainment.

## Migrant Supports

Migrant instructional and support services can be provided/coordinated remotely or through a combination of remote and on-campus means. Identification and recruitment of eligible migrant students will continue through video and phone conferencing. Migrant student data will continue to be entered into NGS to ensure the timely transfer of and access to student health and educational records. MPAC meetings (migrant parent meetings) will be held via virtual platforms. Student support services will continue to be provided/coordinated on a needs basis to children in the early childhood program, Priority of Services students, and migrants out of school youth.

## CTE Supports

All Career and Technical Education courses can be provided through remote instruction or a combination of remote and on-campus instruction. CTE courses may require a portion of the course to be completed on-campus. Some courses require specialized equipment, direct supervision of hands-on activities, and/or specific materials and technology. The district will determine the appropriate amount of on-campus instruction needed to meet the TEKS and award course credit. Determinations as to which CTE courses need on-campus instruction will be based on student need and available resources.

## Reading Supports

As reading and writing are foundational to school success, all students will have access to high quality reading and writing instruction and highly effective teachers via remote or a combination of remote and on-campus instruction.

## MTSS/RTI

Multi-Tiered Systems of Supports (MTSS) encompasses support for the whole child while Response to Intervention (RTI) is the model for academic interventions. Each campus will consistently implement the RTI process to provide students experiencing academic difficulties with intervention opportunities through district-wide universal screening and high quality research based general education instruction through remote or a combination of remote and on-campus delivery.

## GT/Enrichment

Gifted and Talented students will continue to receive instructional and support services through remote or a combination of remote and on-campus delivery. GT services provided include enrichment activities, using the Texas Performance Standards Project (TPSP) or other Project learning Opportunity, and differentiated instruction through the core content in collaboration with core subject teachers.

## U.I.L. Athletic Extra-curricular Activities (Fall Sports)

### FOOTBALL (As per current U.I.L. calendar)

**NOTE: A final football schedule will be forthcoming as these dates are all tentative and dependent on State, County and Local orders.**

Regular Season – Football

Schools who have offered strength and conditioning (S&C) since July 20:

- August 3: Begin Acclimatization Period
- August 8: 1st day of full contact
- August 20-22: Scrimmage Dates
- August 27-29: Week One
- November 7: District Certification

*\* Schools will have 11 weeks to play 10 games*

**\*\* The above is only for schools who were not shut-down through July 20**

**Schools who have not offered strength and conditioning since July 20:**

- August 3: Strength and conditioning and sport specific activities, no pads or helmets
- August 10: Begin Acclimatization Period
- August 20: Scrimmage Dates
- August 27-29: Week One
- November 7: District Certification

*\* Schools will have one less scrimmage in this scenario*

**Junior High Football:**

Schools may schedule junior high football anytime during the fall semester within the game limits listed in the UIL Constitution and Contest Rules. All other practice regulations and limitations remain in effect. We will continue to monitor the public health situation and announce any further modifications as they are available.

**VOLLEYBALL (As per current U.I.L. calendar)**

- Scrimmages – no more than 4 teams may meet for scrimmage purposes
- Allowable matches – 29
- 3 matches allowed all season, if school is in session, the 2nd and 3rd have to be outside the school week
- No invitational tournaments will be allowed
- District Certification – adjusting to a Tuesday to add a postseason play date (November 17)
- No regional tournaments – semi-final and finals have separate playing dates

**Regular Season – Volleyball**

Schools who have offered strength and conditioning since August 3:

- August 3rd -Strength & Conditioning and skill-specific instruction only
- August 10th - Practices Begins, Scrimmages allowed August 14, 15
- August 17th - Matches allowed - 3 matches (or dual matches) allowed in calendar week; only 1 match during school week, 2nd and 3rd played outside the school week, Friday and Saturday.
- October 27th - District Certification.

**TENNIS (As per current U.I.L. calendar)**

#### 2020 Team Tennis Calendar / All Schools:

- August 3rd: 1A & 4A Schools May start Interschool Competition
- October 24: District Certification Deadline
- October 26-27: Bi-District
- October 29-31: Area
- November 2-3: Regional Quarterfinal
- November 6-7: Regional Tournament
- November 11-12: State Tennis Tournament

Please note the following:

- Tournaments will be allowed during regular season with no more than 8 teams participating
- 5A& 6A ONLY: Matches allowed - 3 matches (or dual matches) allowed in calendar week; only 1 match during school week, 2nd and 3rd played outside the school week, Friday and Saturday
- Tournaments for determining district representatives will be allowed with the limitation of two schools at one site

Additional information regarding Regional and State meets will be released at a later time.

### **CROSS COUNTRY (As per current U.I.L. calendar)**

#### 2020 Cross Country Calendar / All Schools:

- August 3rd: 1A & 4A Schools May start Interschool Competition
- November 14: District Certification Deadline
- November 23: Regional Meets
- December 5: State Meet

Please note the following:

- Invitational meets may have no more than 8 total schools and only one level of competitors (Varsity/Junior Varsity/9th). A school may bring a girls and boys team, but they would need to be the same level.
- District Meets may only have one level of competitors participating on-site at a given time. For example: if Varsity Boys/Girls are running, JV would not be allowed on-site until the varsity athletes have left.

Additional information regarding Regional and State meets will be released at a later time.

### **BASKETBALL (As per current U.I.L. calendar)**

#### 2020-2021 Basketball Calendar:

The District Certification date is the only date change on the 2020-2021 Basketball Calendar

- Allowable game limit – 27 games
- 2 scrimmages - no more than 4 teams may meet for scrimmage purposes at one site. For sites that are used to having multiple groups of 4 at a scrimmage fest, that is not allowed for the 2021 basketball season.
- No tournaments or showcases, including regional tournament

Regular Season:

- October 21: Girls practice start
- October 31: Girls scrimmages allowed (max 2)
- November 6: Girls inter school games
- February 9: GIRLS DISTRICT CERTIFICATION – 17 weeks
- October 28: Boys practice start
- November 7: Boys scrimmages allowed (max 2)
- November 13: Boys inter school games
- February 16: BOYS DISTRICT CERTIFICATION – 17 weeks

**Post Season (4 qualifiers from each district):**

- Girls Basketball
  - February 11-13: Bi-District
  - February 15-16: Area
  - February 18-20: Quarterfinals
  - February 22-23: Regional Semi-finals
  - February 26-27: Regional Finals
  - March 4-6: GIRLS STATE TOURNAMENT
- Boys Basketball
  - February 18-20: Bi-District
  - February 22-23: Area
  - February 25-27: Quarterfinals
  - March 1-2: Regional Semi-finals
  - March 4-6: Regional Finals
  - March 11-13: BOYS STATE TOURNAMENT

**La Feria High School Tentative dates (Fall Sports)**

**(If 1st day of In-person is September 14th)**

- August 10th: Posting of Rank One Information
- September 14th: Strength and Conditioning Program (drill, lifting weights, no pads)



- September 21st: Acclimatization Period (pads and helmets)
- September 28th: Start of Scrimmages, Games and Meets
- October 3rd: Start of Cross Country Meets
- October 5th: Start of Volleyball Games
- October 8th: Start of Football District Games / Tennis Meets (**FB 5 team district, Kingsville, Grulla, Zapata, Hidalgo**), **District certification (November 7)**

## **La Feria Middle School Tentative dates (Fall Sports)**

**(If 1st day of In-person is September 14th)**

- August 10th: Posting of Rank One Information
- September 21st: Issues of Equipment and Physicals Football, Cross Country and Volleyball
- September 28th: Strength and Conditioning
- October 5th: Acclimatization Period
- October 12th - 15th: Start of Football Games, Cross Country and Volleyball