Sealy ISD
Remote Learning Plan
For Families

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Introduction

This remote learning plan is being implemented by Sealy ISD due to school closures as a result of COVID-19. The purpose of the remote learning plan is to allow instruction to continue and to ensure students have access to learning. The remote learning plan will assist students, parents, and SISD staff by ensuring a common understanding of expectations, roles, and structures of support available during this time of remote learning.

I. Student Roles + Responsibilities

- Establish daily routines for engaging in the learning experience for each week
- Identify a space in your home where you can work effectively and successfully
- Identify a space in your home where you can participate in live online learning. Sit at a table with a wall behind you, if possible. Follow the school dress code for any on-line meetings.
- Regularly monitor online platforms like Google Classroom, etc.
- Engage in all learning with academic honesty
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Comply with School Internet Safety policies including expectations for online etiquette

II. Parent Roles + Responsibilities

Provide support for your children by:

- Establishing routines and expectations for your student to work on academics each week
- Develop a plan for technology use within the house if there are multiple users
- Defining the physical space for your child to study and/or participate in on-line experiences
- Monitoring communications from your child's teachers and Google Classroom
- Beginning and ending each day with a check-in
- Taking an active role in helping your child process his/her learning
- Establishing times for quiet and reflection
- Encouraging physical activity and/or exercise
- Remaining mindful of your child's stress or worry
- Monitoring how much time your child is spending online
- Keeping your child social, but set rules around their social media interactions
- Checking the district website regularly for updates and resources

III. Attendance

Student Attendance

The Texas Education Agency has provided school districts with guidance on what is required to capture attendance during school closures due to COVID-19. Student attendance will not have to be turned in daily; however, the school district, schools, and teachers will need to show that learning continued while campuses were closed. This includes online learning and/or paper packet learning.

Therefore, student attendance for secondary campuses will be verified through Google Classroom logins (the district can pull these records), teachers checking and/or grading completed work, and teachers contacting any student (or student's family) who may not have turned in their work each week to verify that the student has access and is able to participate in remote learning (a contact log should be kept by the teacher). For elementary campuses, students will receive attendance credit for participating each week. This participation can include email, interacting on Google Classroom, attending Zoom meetings, submitting work samples. Students are expected to be actively involved in the remote learning settings for their particular campus.

IV. Assignments

Although instruction and assignments will be completed at home, students should attempt to complete assignments independently so that teachers may understand where support is needed. We know students may need support from adults in the home; however, students should be responsible for their learning and assignment completion as much as possible. Tutorials and assistance is also available from the teacher.

Online Assignments
Secondary teachers will post assignments according to the guiding days for instruction: ELAR/Social Studies on Monday, Math/Science on Tuesday. Students have one week to complete all assignments, from the time they are assigned. Exceptions may be made for longer assignments, as designated by the teacher.

Elementary teachers will create learning environments that utilize Google Classroom more and more as the remote learning weeks roll along. The PDF packets that were used when we first started at-home learning will be phased out and rely more on Google Classroom resources to better facilitate new learning and interactive learning. Students can read the weekly assignments on any device and write answers on any blank paper they have available. Teachers will collect student work samples through a variety of on-line formats and will let students know how to do so each week.

Paper Copy/Non Tech Assignments
There are no "paper copy" assignments available for secondary campuses. All secondary remote learning is carried out through Google Classroom.

There are not widespread "paper copy" assignments utilized with elementary students in our remote learning format. For those elementary students who can not access online learning, parents should contact the campus principal using email. Elementary campuses will blend paper-based assignments with Google Classroom to provide the most enriching and relevant learning experience.

Grading Remote Learning Assignments
Assignments will be graded and recorded by the student's teacher(s). Any remote learning assignments not turned in by the due date will be logged as "missing". Grading Guidelines for remote learning will be updated and shared as soon as they are ready.

V. Lessons
Remote learning will focus on a mixture of reviewing previously learned material and introducing new material. Teachers will work to include opportunities for interactive instruction, formative assessments, and summative assessments. Differentiation for student needs may look different than in a traditional school setting; however, our teachers are committed to providing the support needed for students to be successful during remote learning.

Lesson Structure
We understand that families are likely juggling a lot of responsibilities and possibly sharing devices in some cases, so our teachers will work to make student lessons somewhat limited in time and scope. For most students, the following guidelines for lessons and work time will be utilized. Times may differ based on student needs, AP courses, etc. Dual Credit and OnRamps courses will have a different schedule; students should expect further information from their instructor.

Component	Approximate Number of Minutes Per Day Per Subject/Course	Time Per Week (Per Subject/Course)
Lesson/Learning Time (mini-lesson, video, text to read, etc.)	15 minutes per day	1 hour to 1 hour 15 minutes
Work Time/Assessment/Assignments	15 -30 minutes per day	1 hour to 2 hours
Days of Instruction Guide ELAR and Social Studies on Monday + Wednesday Math and Science on Tuesday + Thursday Friday is for Electives, Social/Emotional Learning, Family Time		

Online Lessons
For most of our schools and classes, online lessons will be developed through the Google Classroom platform. Online textbooks and district learning programs will be accessible through logins provided by teachers (most students know these as well from their work during the school year). Some teachers have used other programs with their classes for communication, homework, or lessons, which you may also see during this remote learning time.

Online Tutorials/Support

Teachers will be available for tutorials and support each week. Teachers may be contacted through the Google Classroom "Private Comment" feature, email, or other communications set up by the teacher (e.g., Remind, etc.). Check with your child's teacher for additional contact information.

VI. Assessments

STAAR and EOC tests for 2019-2020 have been cancelled per the Texas Education Agency. Advanced Placement and tests have not been cancelled and students will be notified of when the tests will be given later this spring. The district will not have final exams for any campus for the remainder of the school year.

VII. Support Services

During remote learning, Sealy ISD staff will continue to support our students in any required services. A summary of planned support for student services is below:

Special Education

Special Education will provide services to students via virtual services, IEP-related resources and/or consultation in accordance with students' IEPs. To accommodate the special education students who use assistive technology devices (ex. iPads, mini iPads) as per their IEPs to access instruction, special education teachers will contact parents of these students to determine whether students have these devices at home. If these devices are at the campus, the special education teacher and administrator will coordinate, with parents, the pick up and check out of these devices.

English Learners

ESL teachers will collaborate with teachers to develop lessons and assignments for the grade levels/content areas they serve. They will also manage their own ESL support Google Classrooms to support their students.. Paper copies will be provided for individual students as needed. Rosetta Stone licenses have been assigned to students whose English Proficiency determine additional support needed during this time. Dual Language Classrooms are providing instruction in both languages to account for language of instruction. Bilingual teachers are modifying assignments based on language proficiency needs of the student.

Counseling

Counseling services will continue for students PK-12. Counselors will continue to support students and families virtually or via phone. Virtual guidance lessons will also be provided as needed. Additionally, social and emotional resources will be shared with the community, staff and families, as appropriate. Students who are homeless or being served under the McKinney Vento Act and/or in foster care will also continue to receive support and services.

Dyslexia

Dyslexia students will continue dyslexia services per their IEP/504 document. Teachers will continue to provide dyslexia intervention services in small groups in an online, collaborative setting. Teachers will also send home resources for parents to use in the home environment and maintain weekly contact with parents and students to provide support.

Homebound

All students who currently qualify for Homebound (full or part time) will receive their instruction and grades from their campus teacher/s of record. District homebound teachers will check in with each student and/or parents (via phone/email) throughout the week during district school hours.

RTI Intervention

RtI resources will be integrated as part of the PLC planning to support continued learning during school closures. RTI support will be provided through Google Classroom and other digital tools. Teachers will work directly with those students and make contact with them for on-going support.

GT

Modification/extensions will be integrated as part of the PLC planning and students will be assigned these modifications/extensions through their regular Google Classroom or non-tech assignments.

Kindergarten-5th grade students that are serviced through the Gifted & Talented pull-out program are continuing to be served via remote learning. Elementary gifted students are being given resources via parent email, google classroom, remind and zoom video conferencing. Some of the activities provided by the district GT Coordinator included in their optional servicing are a genius hour, SEL activities, virtual field trips, stem/steam challenges, and weekly reflections. K-5

gifted parents are also given monthly newsletters and opportunities to attend virtual learning opportunities as available to help best serve their child from home.

If additional resources are needed, each campus is providing a weekly PK-5 enrichment packet that is available on the district webpage or a paper copy can be requested.
Secondary gifted students are continuing to be served through their pre-ap/AP core academic level courses with teachers that have been trained through the state level gifted & talented training.

VIII. Technology Access for Students

In general, SISD does not provide technology devices to students during remote learning. If you or your family have issues with accessing the remote learning instructional programming due to technology access at your home, please contact your campus principal so that we can help you plan for how to best access the remote learning tools.