Asynchronous Attendance Requirements

Requirement #1

Attendance Taking

Measurement frequency is daily and may occur from 12:00 am to 11:59 pm every day the campus is open or in a narrower daily time window as determined by their local plan.

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Minimum 240 Instruction Minutes

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Requirement #3

Publicly Posted Asynchronous Instructional Plan

The LEA must develop an asynchronous instructional plan as documentation for meeting the minimum instructional minutes and attendance requirements

Asynchronous Instructional Plan

The asynchronous instructional plan must include the following:

- the instructional schedule,

- description of how students engage in instructional materials asynchronously (or through a combination of synchronous and asynchronous instruction) that demonstrates 240 instructional minutes are being provided,

- expectations for progress monitoring, and

- expectations for support students will receive from a teacher.

Note: The above would likely vary by grade level and subject. The LEA must post the asynchronous instructional plan publicly on the LEAs website.

Asynchronous Attendance Taking Best Practices

- **For ADA-related attendance tracking, make sure attendance is recorded in the system of record by the teacher of the class.**

Agenda

Introductions & Agenda

Webinar Framing

Asynchronous Instructional Plan and Attendance Requirements

District Spotlight

Questions and Answers

Next Steps

Aldine ISD Asynchronous Learning Plan

Schoology features support LEAs with providing structure for students and collecting data during asynchronous learning.

Component	Explanation
What are the expectations for daily student interaction with academic content?	Students are expected to engage in the scheduled content asynchronously for a total of 300 minutes per day. Student schedule is determined by an estimated time duration per subject as opposed to designated time blocks of instruction. During the day, students will have access to all activities and complete self-paced assignments independently and in the order in which they prefer. Teachers can track student login time and assignment completions via online LMS, and can tailor pacing and content for students based on their individual progress and/or areas where students may require additional practice or support. • 90 minutes of ELA • 90 minutes of Math • 45 minutes of Science • 30 minutes of Social Studies • 45 minutes of Fine Arts / Elective / PE Additional synchronous opportunities or small group instruction and office hours are provided daily: • Small group instruction is determined on as-needed basis by teachers based on student progress in LMS • Office hours attendance is optional and based on student choice

■ Course Expectations   ■ Calendar   ■ Parent Portal

■ Student Completion Rules   ■ Course Analytics   ■ Scheduled Conferences

Aldine ISD Asynchronous Learning Plan

Schoology features help educators meet asynchronous learning expectations.

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	To facilitate instructional alignment, instructional parameters, such as the amount of time of engagement, should be consistent across remote asynchronous and on-campus synchronous models. To achieve instructional alignment, student engagement for asynchronous instruction is a minimum of 4 hours (240 minutes) of daily instruction for core subjects (Excluding Fine Arts / Electives / PE), which is approximately a full day of academic content on campus. In the above schedule, students will complete 300 minutes of asynchronous learning. Instruction and activities will be completed primarily asynchronously, though students will receive direct synchronous instruction and support through interventions, small group instruction, and office hours.
What are the expectations for teacher/student interactions	Teachers are expected to engage with students through daily feedback (more about this in the Student Progress section). Additionally, students can interact with teachers and peers daily during the interventions and / or small group instruction via video conferencing. Students should be accustomed to this online interaction with their teachers based on their experience this spring, and teachers will notify which students are to attend intervention sessions, when, and for what subjects. Finally, teachers will establish time for daily open office hours where they can meet with students or answer student questions. Attending office hours is not mandatory; students may determine if they choose to attend.

Document Viewer   Discussions   Autograded Assessments

Portfolios   Messages   Office Hours

Schoology features allow educators to provide differentiated supports.

How will teacher/student interactions be differentiated for students with additional learning needs?	Students selected to certain small group intervention sessions are based on student need and progress markers in LMS. • Markers in LMS will serve as diagnostic for teachers to identify students who need more 1:1 support • Teachers may also pull students aside for 1:1 check-in if they notice LMS progress is insufficient, or if a student is engaging but struggling to make progress • Intervention sessions are conducted synchronously over video conferencing Students with disabilities, students of special populations or EL will also have access to additional accommodations in the instructional materials. For higher needs, students may have more teacher touch points (longer and more frequent) and access to additional tools and accommodations within the LMS. Students have the opportunity for personalized support during designated office hours.

■ Folders   ■ Differentiate Responses   ■ Assessment Features

■ Adding Additional Instructors   ■ Recorded Instruction & Directions   ■ Outcomes

District Spotlight: Aldine ISD

District Spotlight
- LEA Name, Person

Agenda

Introductions & Agenda

Webinar Framing

Asynchronous Instructional Plan and Attendance Requirements

District Spotlight

Questions and Answers

Next Steps

Questions and Answers

Scan QR Code to Enter Questions

Use the camera on your phone to open QR link.

Agenda

Introductions & Agenda

Webinar Framing

Asynchronous Instructional Plan and Attendance Requirements

District Spotlight

Questions and Answers

Next Steps

Upcoming Webinars

Webinar	Date	Time
Asynchronous Instruction Plan and Attendance Tracking Overview Webinar	10/13/2021	10 –11:00 AM
Asynchronous Instruction and Learning Management Systems Overview Webinar	10/27/2021	10 –11:00 AM
Synchronous Instruction Best Practices Webinar	11/05/2021	10 –11:00 AM
Teacher Professional Development Resources & Best Practices Webinar	11/18/2021	11 –12:00 PM

Key Resources and Links

- **Remote Learning Webpage**
  - ⑩ https://tea.texas.gov/academics/learning-support-and-programs/remote-learning

- **To The Administrator Addressed Letter:**
  - https://tea.texas.gov/sites/default/files/covid/TAA_SB-15.pdf

- **Student Attendance Accounting Handbook Proposed Language:**
  - https://tea.texas.gov/sites/default/files/covid/Virtual-Learning.pdf

- **SB 15 Frequently Asked Questions Document:**
  - https://tea.texas.gov/sites/default/files/covid/sb15-faq.pdf

- **Remote Conferencing Guidance and FAQs:**
  - https://tea.texas.gov/sites/default/files/covid/remote-conferencing-faq.pdf

Thank you for joining us today!