Part I: 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

This draft is for guidance only. Plans must be submitted through a survey link after July 20.
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.

### Part II: Open Response

Please check the grade level(s) for which these open response descriptions/attachments apply.

*Note: You will be able to submit a response for each grade or grade band, but you may also submit just one response for each question if you prefer, describing any differences by grade level(s) within your responses.*

<table>
<thead>
<tr>
<th>PK3</th>
<th>PK4</th>
<th>K</th>
<th>1</th>
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1. Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

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2. Describe (or attach a description of) how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

3. Describe (or attach a description of) how you’re tracking student engagement and progress in your asynchronous environment.

4. Describe (or attach a description of) specific supports for educators and families to implement effective remote asynchronous instruction.

Part III: Final Attestation

☐ The Superintendent and the Board attest that this plan is being executed as described, effective no later than the end of the grace period.

☐ Include the date the Board approved the final plan or pre-approved the Superintendent’s submission of the plan.