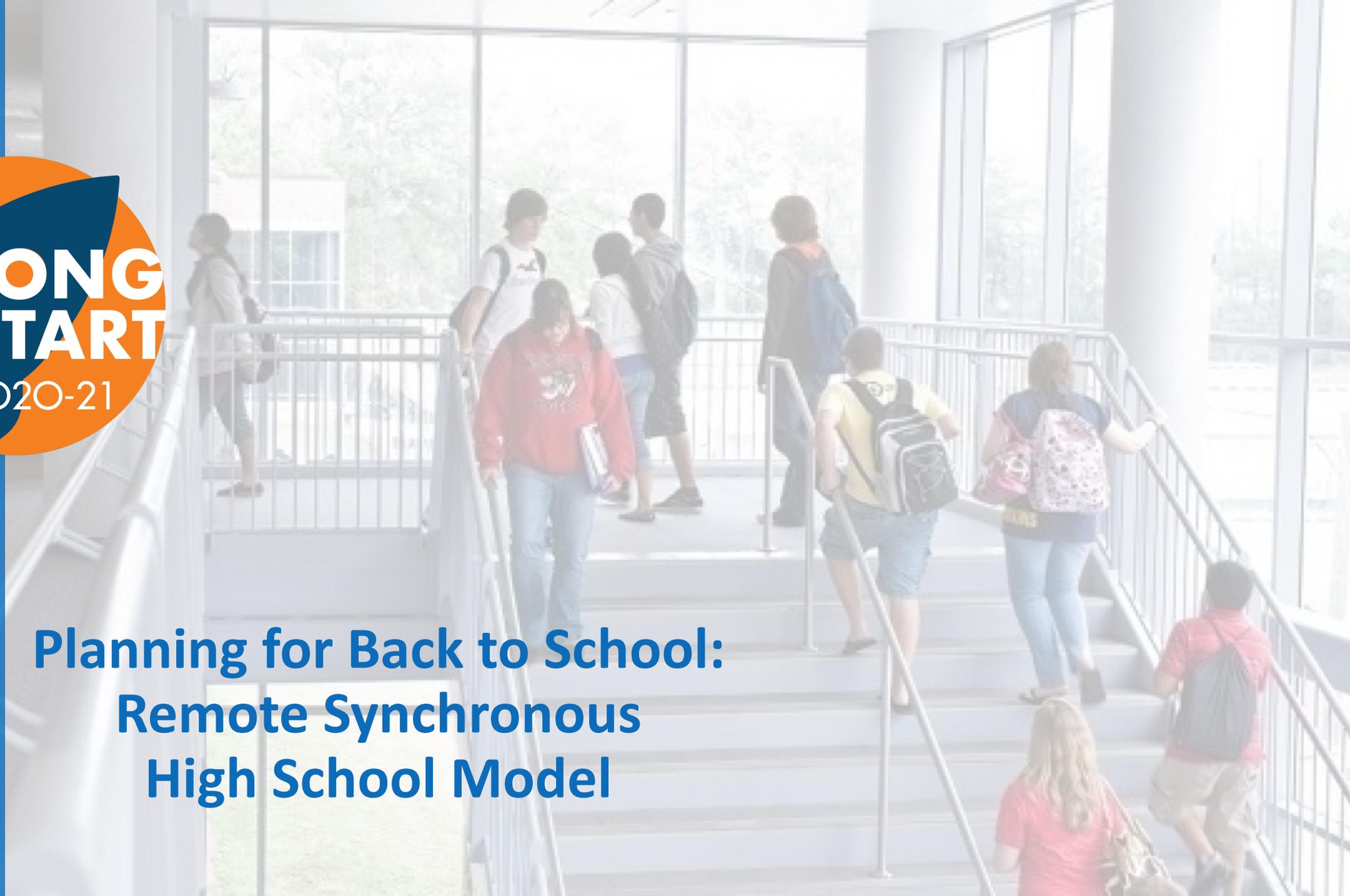




Planning for Back to School: Remote Synchronous High School Model



Objectives



Overview of **school-level model design considerations**



Provide guidance to plan for a **Remote Synchronous High School Model**

The situation surrounding COVID-19 is dynamic and rapidly evolving, on a daily basis. This document is not and is not intended to: (i) constitute medical or safety advice, nor be a substitute for the same; nor (ii) be seen as a formal endorsement or recommendation of a particular response. As such you are advised to make your own assessment as to the appropriate course of action to take, using this document as guidance. Please carefully consider local laws and guidance in your area, particularly the most recent advice issued by your local (and national) health authorities, before making any decision.



The purpose of this document is

- To be a launch pad for the design of school models
- To be used as you consider student schedules, staff deployment, academic delivery, curriculum, staff deployment, family engagement, and student experience decisions for this specific type of school model



This document aims to support Local Education Agencies (LEAs) in their design of the ‘best-fit’ school models for their community in SY20-21

This school model is a remote model

On-campus

Student plans to participate in on-campus instruction 100% of the time

Remote

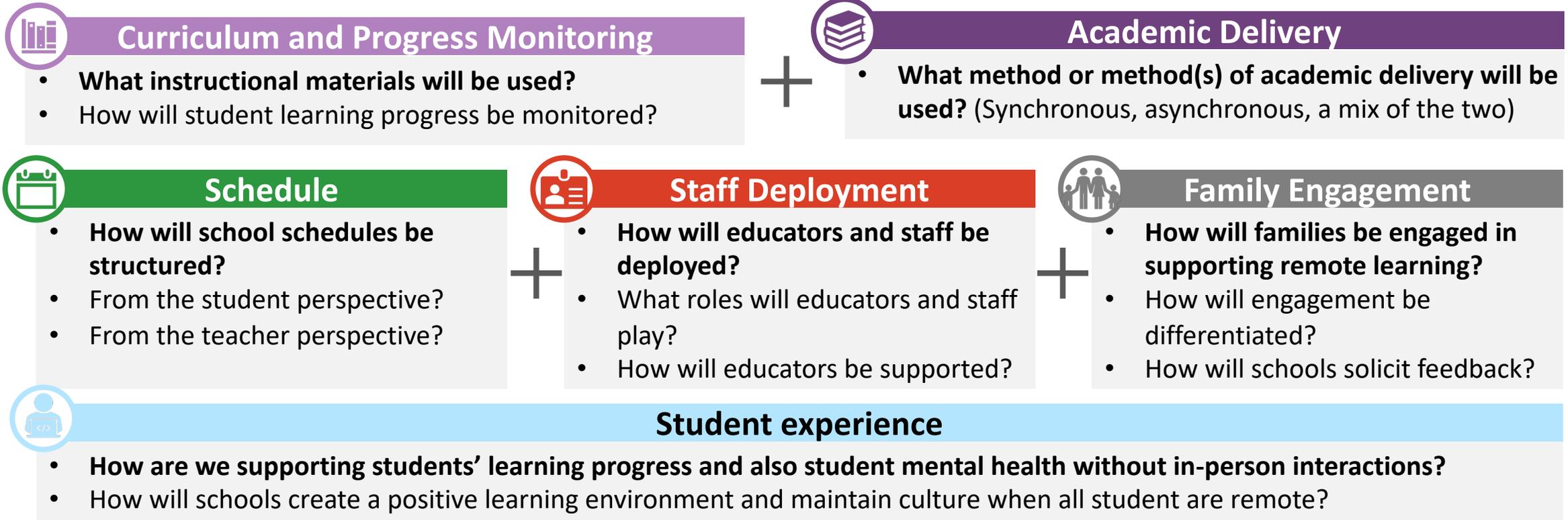
Student plans to participate in remote learning 100% of the time

Hybrid

Student plans to participate in an intentionally designed mix of on-campus and remote learning

School model dimensions

A school model has multiple dimensions, each of which impact the student experience. **Critical to all remote models is robust, equitable access to technology.**



This model solves for

- Family desires to have students remain fully remote
- Staffing based on educator strengths
- LEA desire to deliver consistent synchronous instruction in all core / foundation content areas, complemented by asynchronous enrichment instruction and support



This model qualifies for

- **Method A Synchronous funding:** On remote instruction days students are eligible for Method A synchronous funding. This requires submitting an attestation to TEA
- *See more detail at the [TEA SY20-21 Attendance and Enrollment FAQ](#) (linked here)*



Objectives



Overview of **school-level model design considerations**



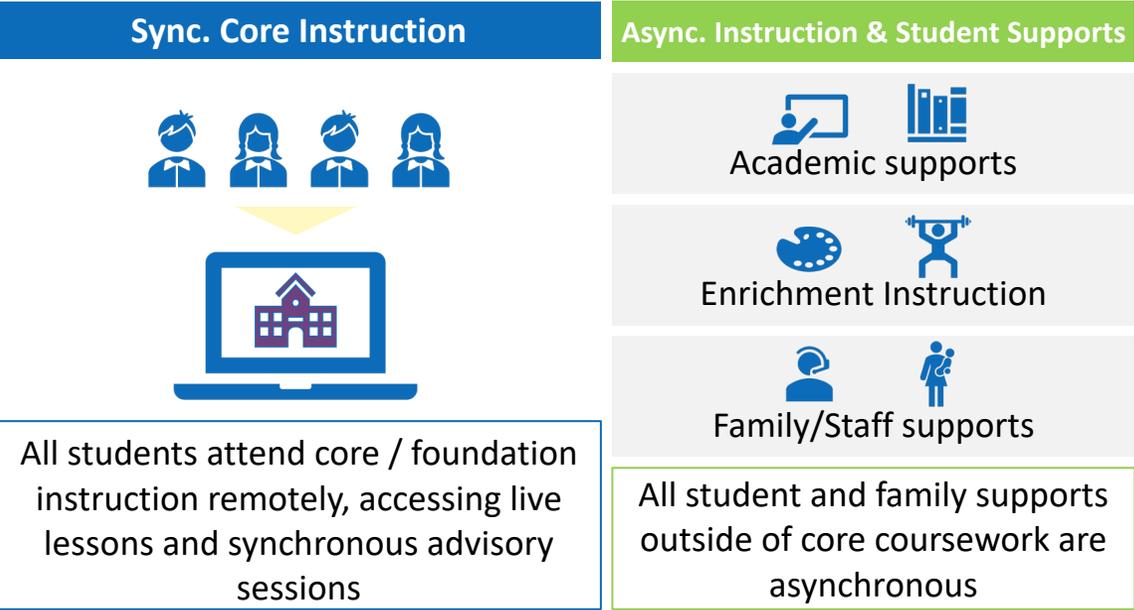
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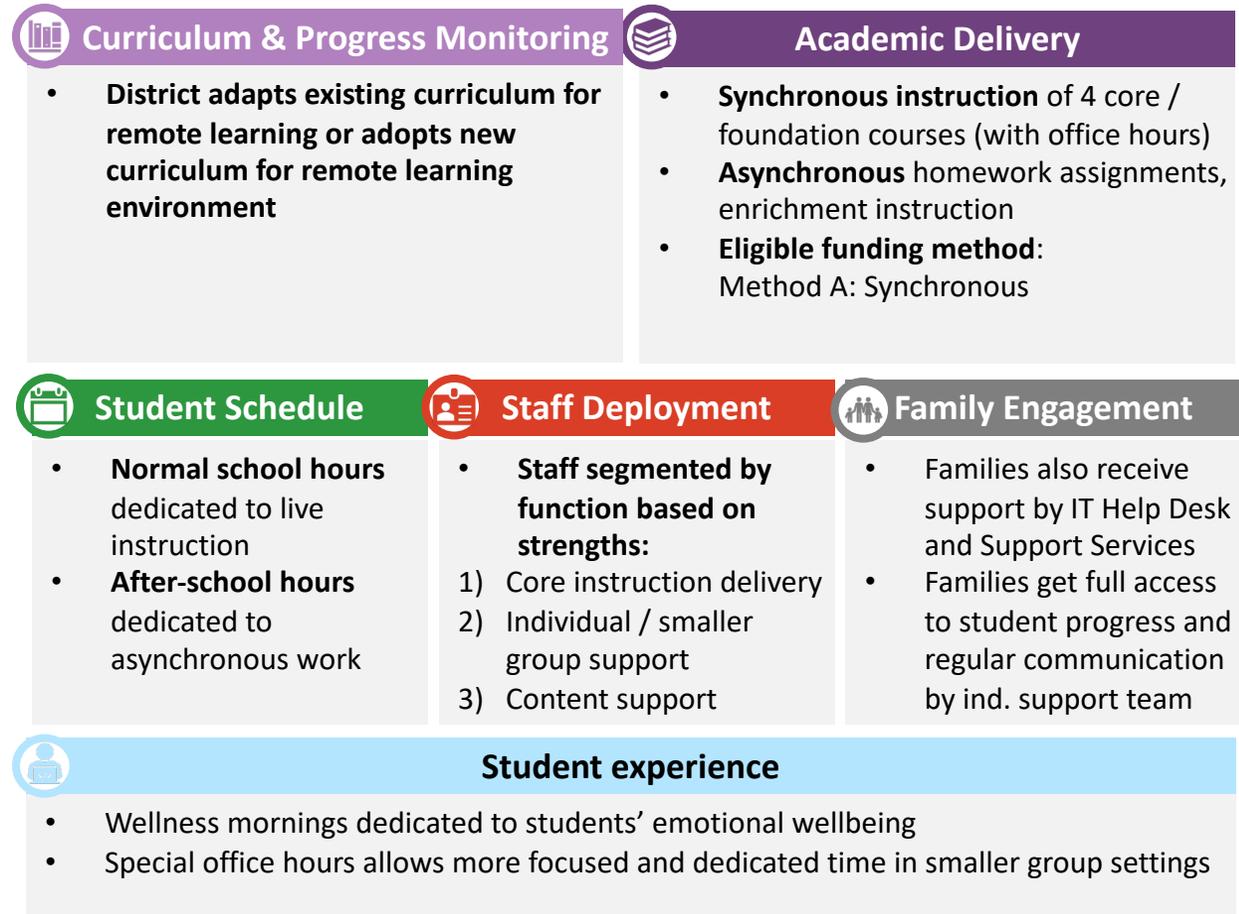
Remote Synchronous HS Model Overview

- Synchronous instruction
- Asynchronous instruction

This model solves for:
Synchronous instruction from subject experts, complemented by asynchronous instruction in enrichment subjects and supports



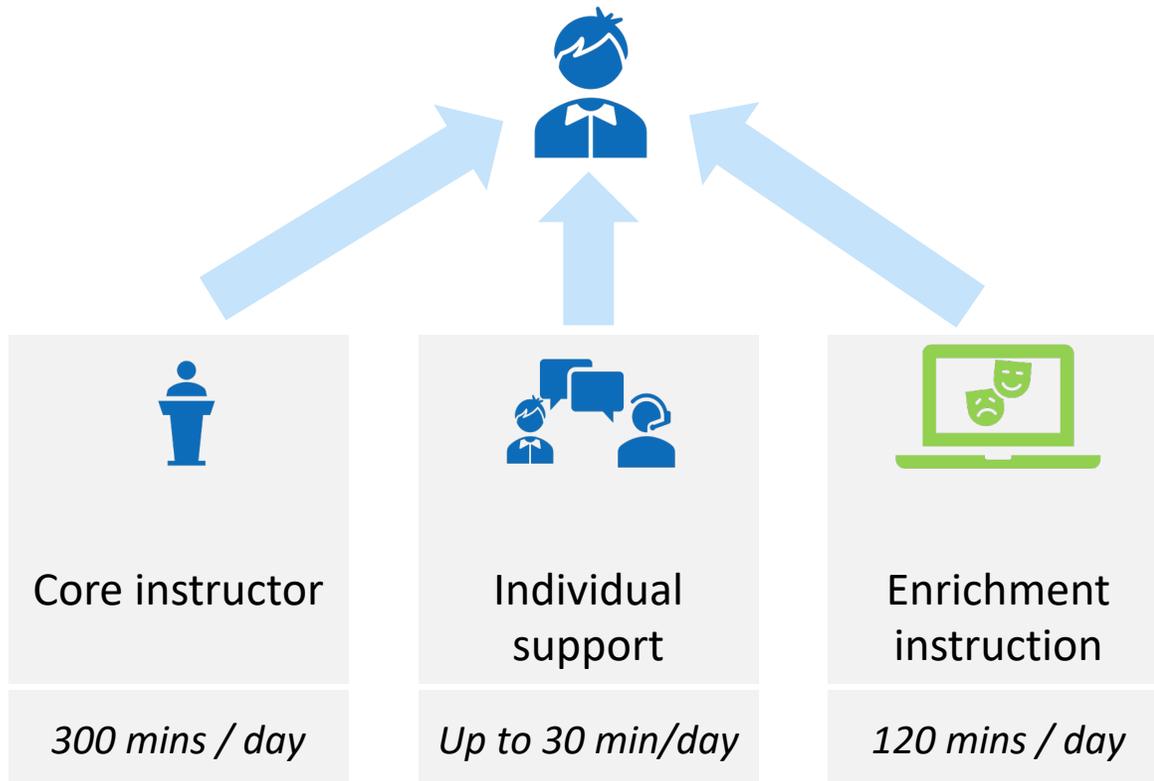
Dimensions



Remote Synchronous HS Model



Student Experience



- Students receive core / foundation subject instruction synchronously from content expert and highly skilled instructors
- Every student gets paired 1:1 with a member of the individual support team, who is responsible for their progress and provides feedback
 - Members of the support team will also lead Wellness Mornings and office hours
- Students will complete enrichment courses asynchronously daily
- Instruction and support teams pair up to make Multidisciplinary Support Teams

Remote Synchronous HS Model

- Synchronous instruction
- Asynchronous instruction



Student Schedule

Illustrative 9th grade daily student schedule

Time	Activity
:30 min	Wellness mornings <i>Counselors utilize guidance curriculum at this time</i>
:60 min	English I
:60 min	Algebra I
:15 min	Morning break
:60 min	Biology
:30 min	Lunch
:60 min	World History
:60 min	Health <i>Bi-weekly staff meetings</i>
:15 min	Afternoon break
:60 min	Computer Science 1
:60 min	Advisory / 1:1 / Office hours

D

A

B

C

- A** Normal school hours dedicated to **live / synchronous instruction of core / foundation courses**
 - Within 60 minute blocks, it is appropriate for students to engage in 3-4 different but related activities that may include introduction or development of new content, independent practice/application or reading, review or fluency, or progress check
- B** After core / foundation instruction, students may take **another core / foundation or an enrichments course asynchronously**
 - Staff have 60 mins of additional time for faculty meetings or independent planning
- C** Offices hours are reserved time to answer student questions and provide targeted feedback
 - Teachers can make appointments with students who particularly need help for intervention periods
- D** Dedicated “Wellness mornings” for time in the mornings to do group counseling sessions or 1:1 with educators to support students’ emotional needs

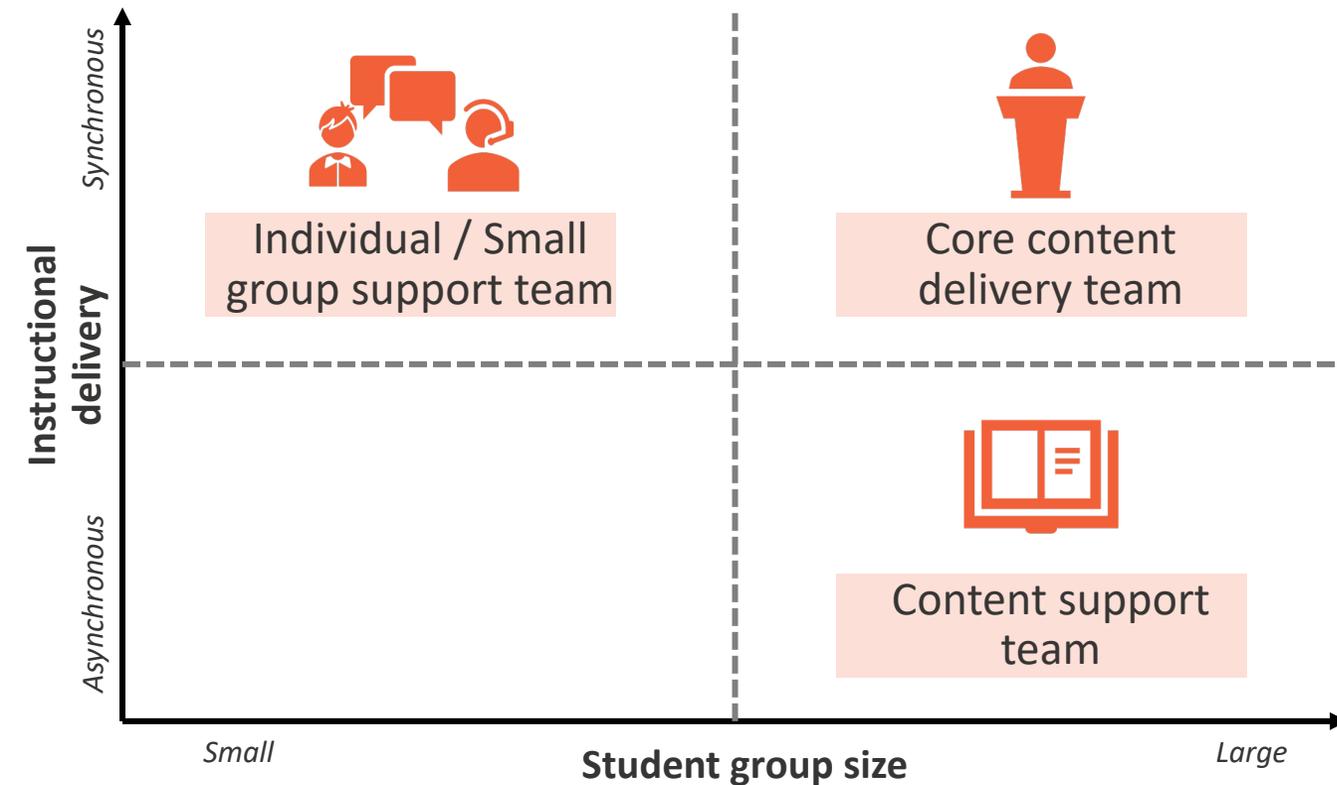


Remote Synchronous HS Model



Staff Deployment

District-level staffing by strength



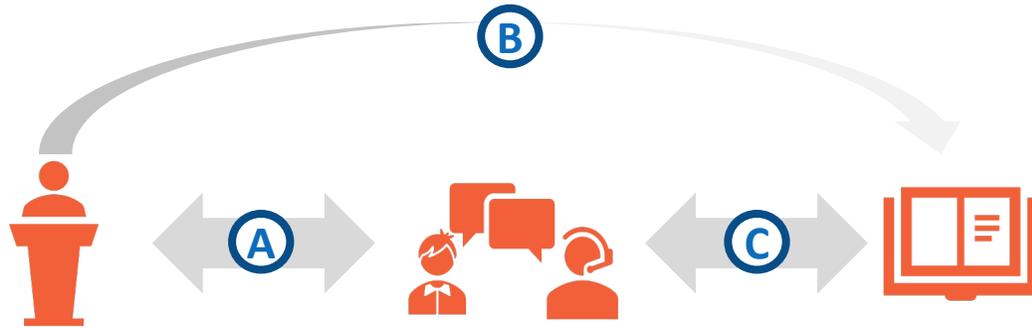
- Staff work is specialized by **instructional function**
- Staff member roles and responsibilities vary based on **areas of relative strength**:
 - Core content delivery: strongest in delivering synchronous instruction for core / foundation subjects for large group of students
 - Individual / small group support: strongest in developing close relationships with students in a smaller / 1:1 setting
 - Content support: strongest in supporting the implementation of adopted curriculum and its instructional material
 - Team members could be PLC leaders
- Note: educators must still have appropriate certifications for teaching assignments

Remote Synchronous HS Model



Staff Roles

District-level staffing by function



Core content delivery team

- District selects top educators for each core / foundation subject area, who are in charge of **delivering synchronous instruction**

Individual / Small group support team

- Educators who build 1:1 relationships with students and **act as facilitators for Wellness Mornings and office hours**

Content support team

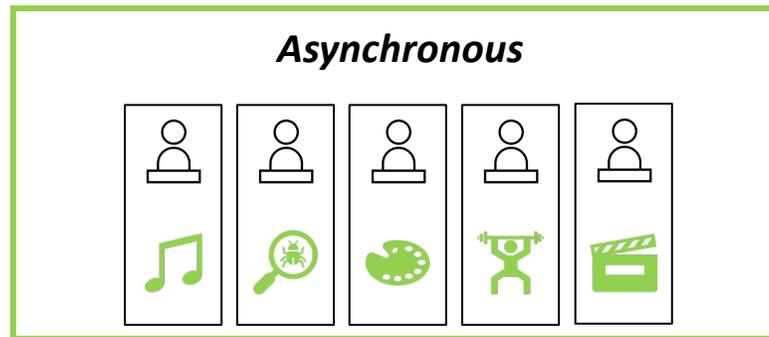
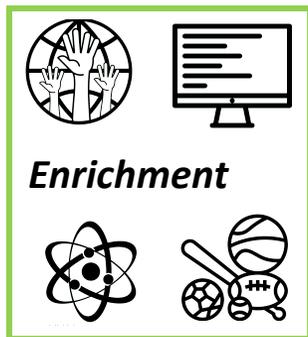
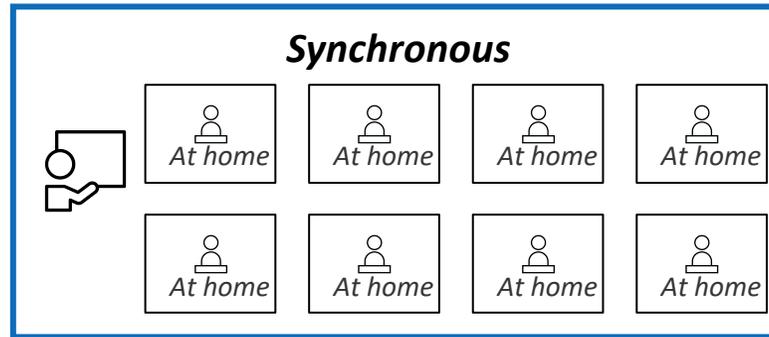
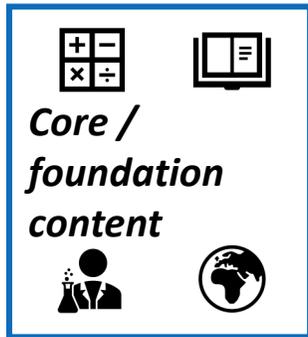
- Staff who excel at supporting instructional material will **help implement district adopted curriculum**

- Dedicated weekly staff meetings for educators to coordinate among the three teams:
 - Ⓐ Core content delivery team to align with individual support team on students who may be struggling and coordinate aid in extra office hours / advisory sessions
 - Ⓑ Core content delivery team to align with content support team on implementing curriculum for student and teacher
 - Ⓒ Individual support team to align with content support team on student progress and work, identifying materials to fill learning gaps while ensuring student access to grade-level content

Remote Synchronous HS Model



Academic Delivery



- Synchronous instruction
- Asynchronous instruction

- General education / inclusion students receive **synchronous instruction for 4 core / foundation courses / day**
 - Students will log on to attend live lecture virtually at home based on district adopted curriculum
 - Schedule provides 300 minutes/day of **synchronous** learning, creating eligibility for **Method A** funding
 - Additional office hours at the end of the day are synchronous; however, time is not eligible for asynchronous ADA funding
- Students complete **asynchronous** assignments and enrichment instruction

Remote Synchronous HS Model



Curriculum and Progress Monitoring

Curriculum

Adapt existing or adopt new curriculum specific for remote settings



Remote adapted



Fully Customizable



Implementation Support



Formative Assessments



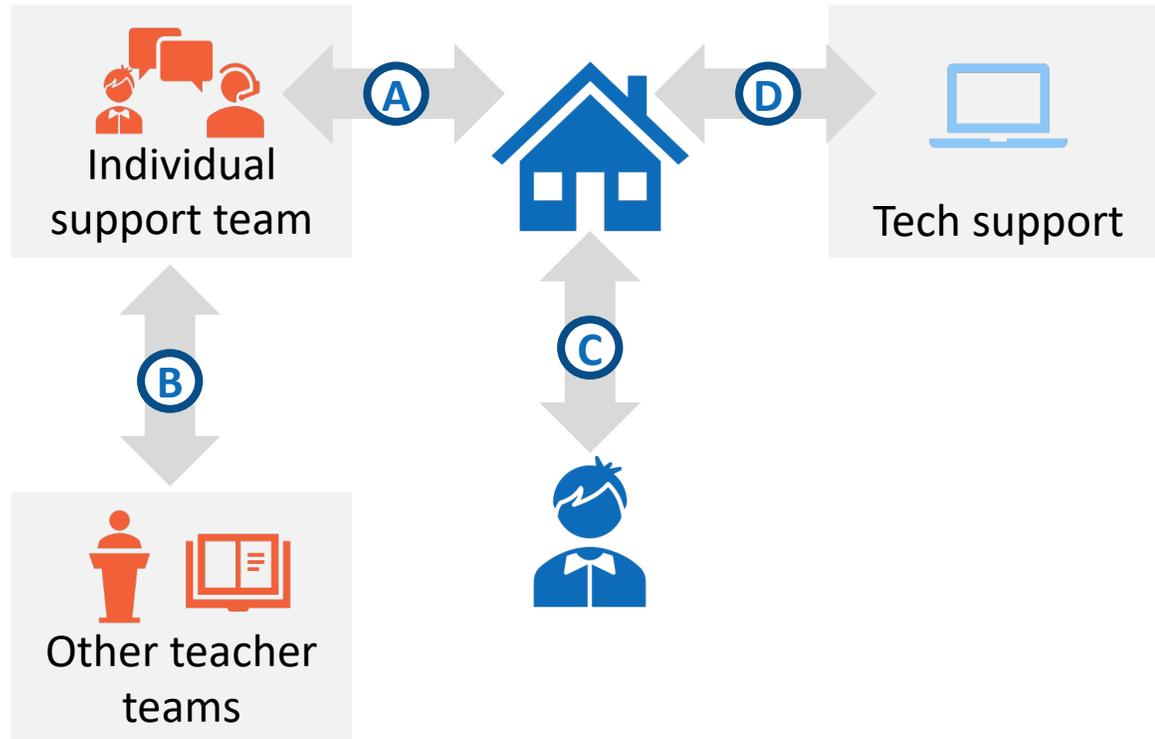
One-on-one Sessions

- District adapts existing or adopts new curriculum made for a remote learning environment
- Additional **educator professional development** opportunities to be hosted by the content support team to aid in implementing curriculum
- Members of the individual / small group support team are expected to provide **regular one-on-one progress monitoring and feedback sessions**
 - Also included are smaller group discussions and advisory sessions for students needing additional support during office hours

Remote Synchronous HS Model



Family Engagement



- (A)** Members of individual / small group support team are expected to **maintain 1:1 contact with parents**
 - Expected to update families bi-monthly on students' performance and social-emotional wellbeing
- (B)** During faculty meeting time, teachers meet to identify students who may be struggling socially or emotionally, and will communicate vital information to adults
- (C)** Parents are given the opportunity to attend 1:1 advisory sessions / office hours / Wellness mornings with students
- (D)** Parents get full access to school's **IT help desk, Call Center, and Support Center**
 - Parents can **track student progress online**

