

Graford ISD Home-based Remote Instruction

Overview

Purpose

The Graford ISD Home-based Remote Instruction is provided for the 2020-2021 school year and is designed for students in Pre-Kindergarten - 12th grade. The goal of the program is to provide high-quality remote instruction (RI) for parents and students who request or require a virtual option due to the spread of COVID-19.

Fall 2020 Home-based Remote Instruction vs. Spring 2020 Covid At Home Learning

Spring 2020 At Home Learning	Fall 2020 Remote Instruction Academy
Pass/Fail Grades	Students Earn Actual Grades and HS Course Grades will count towards GPA and Class Rank
Attendance was requested daily but not required	Attendance laws will be in effect and truancy orders issued to those students not participating daily
Student work could be completed at any time during the week it was assigned	Student work assigned must be completed by the assignment due date established by the teacher
	Work will be the same or similar to the face to face classroom.

Enrollment in Remote Learning

Parents will have to designate that their child will be enrolled as an online learner at least two weeks before school begins. To move from remote learning to on-campus learning or on-campus learning to remote learning, you will need to notify the school by the following date before each grading period:

August 3, 2020

September 11, 2020

October 23, 2020

December 4, 2020

February 5, 2021

March 26, 2021

If a parent has serious concerns about on-campus instruction, you may meet with the principal to discuss the possibility of moving to remote learning. Once in remote learning, a student must remain in that option until the next grading period.

Positive COVID Result or Quarantine

If a student receives a positive COVID test result, they will be immediately moved to remote learning. If a student must quarantine, they will be moved to remote learning for the period of the quarantine.

Assessment

Assessment plays a key role in the HRI. HRI teachers will use digital formative assessment tools to check for student understanding frequently during instruction. All HRI students will take district Curriculum Based Assessments (CBAs), progress monitoring assessments, and Benchmarks online. Grades 6-12 assessments may be proctored through methods developed by campus administration.

Attendance and Reporting

Graford ISD HRI is an asynchronous instructional plan. An asynchronous plan provides ultimate flexibility in the combination of live teacher interaction and student-paced work. Asynchronous learning is the use of self-paced online courses with intermittent teacher instruction, pre-assigned work with formative assessments on paper or in our online learning system, and watching pre-recorded videos of instruction with guided support as well as “real-time” live instruction. With an asynchronous plan, student attendance is measured as “engagement.” [As defined by TEA](#), engagement will be measured daily using the following metrics:

1. Daily progress in the Learning Management System (LMS), as defined in the approved learning plan; or
2. Daily progress via teacher-student interactions, as defined in the approved learning plan; or
3. Completion/Turn-in of assignments from student to teacher(s) (potentially via email, on-line, or mail).

A student will be considered absent if the student does not have documented engagement with the LMS and/or daily contact with the teacher, and/or documentation of completion/turn in of daily assignment. A teacher or campus representative will input the student’s daily attendance into the Student Information System (SIS) for the asynchronous method, based on the student’s daily engagement with the LMS or other instructional avenue and/or the daily contact with the teacher, by marking the student remote asynchronous present or absent on that day. For middle school and high school, the student must be engaged in the classroom work for each class period each class day to receive credit for attendance.

The HRI can require a student to come to campus to complete a required assignment or project for elective courses if the course requires assignments that cannot be reasonably completed remotely. For example, a welding course may have certain requirements that require a student to perform tasks on campus that cannot be completed in a remote setting. LEAs must communicate which courses have on-campus requirements and notify parents and students that failure to complete the required on-campus assignments could cause the student to not be awarded course credit before the start of the course, to ensure students have an option to select courses that can be completed remotely if desired. Failure to appear on campus to complete on-campus assignments could also result in absences that could subject the student to the 90/10 minimum attendance for class credit requirement.

Discipline

Students will follow the Graford ISD Student Code of Conduct. Students and parents will receive online rules, procedures, and consequences as part of the beginning of the year packet. Students and parents will participate in a digital citizenship module.

Food Services

Breakfast and lunch meals may be picked up from the school cafeteria each day between 11:30 AM and 12:00 PM.

Grading

[As required by TEA](#), “school grading policies for remote student work must be consistent with those used before COVID for on campus assignments.” The HRI will follow all district grading policies as outlined in the Graford ISD Student Handbook. Grading for all HRI courses will follow the same grading policy as the courses in the face-to-face model. HRI courses that earn high school credit will count in GPA calculation and class rank.

[Graford ISD Student Handbook](#)

Expectations

PreK-2 Expectations

Instruction for Pre-K through 2nd grade appropriately focuses on student progress of standards and the continuation of learning. Students may receive instruction in the following ways (include, but not limited to):

- Authentic student work/assignments with timely and relevant feedback for continued progress in learning of the standards
- Hands-on activities which may need an extra pair of at “home” hands
- Choice boards and playlists
- Platform for turning in assignments
- Video lessons
- Zoom/Hangout classroom meetings
- Assessments, when applicable
- Teacher read-alouds
- Physical education (PE) activities
- Art/music projects

Grades 3-5 Expectations

Instruction for grades 3-5 appropriately focuses on student progress of standards and the continuation of learning. Students may receive instruction in the following ways (include, but not limited to):

- Attend Zoom/Hangout meetings as required
- Progress in learning of the standard
- Hands-on activities which may need an extra pair of at “home” hands
- Choice boards and playlists
- Portfolio tasks and turning in of assignments
- Assessments
- Video lessons
- Project based learning/assignments
- Group/partner projects

- Google classroom assignments
- Physical education (PE) activities
- Art/music project

Grades 6-12 Expectations

Instruction for grades 6-12 appropriately focuses on student progress on standards and the continuation of learning based on Texas Essential Knowledge and Skills (TEKS). Students may receive instruction in the following ways (including, but not limited to):

- Be engaged in the classroom work for each class period each class day during the designated time set forth by the teacher/campus
- Attend Zoom/Hangout meetings as required
- Progress in learning of the standard
- Hands-on activities which may need an extra pair of at “home” hands
- Portfolio tasks and turning in of assignments
- Assessments
- Video lessons
- Project based learning/assignments
- Group/partner projects
- Google classroom assignments
- Some elective courses will require an in person lab component (welding, etc.) per Texas Education Agency (TEA) (https://tea.texas.gov/sites/default/files/covid/sy20-21_courses_with_on-campus_needs_or_supply_needs_for_remote_learning.pdf)
- Some courses may only be taught on campus, per TEA (https://tea.texas.gov/sites/default/files/covid/sy20-21_career_and_technical_education_onsampuscoursecommendations.pdf)

Home Roles & Responsibilities

Students at all levels should plan on devoting a minimum of 30 hours per week to online learning. Additionally, all students are expected to follow a prescribed daily schedule involving interaction with teachers and other HRI students, a combination of on- and offline work, intervention and extension activities, and full engagement and participation in all activities.

Elementary

Students

- Attendance in all class sessions according to the provided daily schedule
- Completion and submission of assigned on- and offline work
- Engaging as a participant in all HRI class activities and lessons

Parents

- Determine a person to be designated as the “Home Learning Coach” who will:
 - **Attend either face-to-face or virtual orientation - REQUIRED.**
 - Be available throughout the school day for student technical and academic support
 - Support the student in time management, organization, and the completion of online and offline work
- Ensure a distraction-free space for students to complete their work (be specific)
- Students and parents will communicate with the teacher when needing additional assistance, tutoring, etc.

Middle School

Students

Middle school students should gradually begin to take responsibility for their education in online learning. They are responsible for attending all live class sessions according to their daily schedule, completing and submitting daily assignments, and organizing their on- and offline work and responsibilities.

Parents

Parents or the Home Learning Coach of HRI junior high students should plan to devote significant time to their students' online schooling at the beginning of the school year. Organization, structure, time management and active engagement are key to a successful online learning experience.

High School

High school students will take responsibility for their online learning. High school students should engage in goal setting, independent work, and effective daily and weekly time management. Students in these grades are expected to interact with HRI instructors and students in a respectful manner, engage fully with the content and instruction, adhere to HRI's Academic Integrity policy, and communicate with the instructor when they need additional help.

Intervention and Enrichment-

Intervention and enrichment time will be scheduled regularly for students to best meet their academic needs. During this time, students may engage in assigned group activities, project learning activities, small group instruction, and digital platforms. Teachers will communicate with students their plan for the designated time. For students who are IEP-entitled, progress will be carefully monitored and ARD/IEP/504 Committees will convene and make appropriate recommendations to meet individual student needs to ensure continued growth in the general education curriculum and on IEP goals and objectives. The nature of special education and 504 interventions will likely require a heavier concentration of synchronous support and services to ensure individual student needs are met.

Library Services

Book drop off and pickup may be available every two weeks at a designated location.

HRI Coordinators

Each campus will provide a HRI coordinator to provide explicit communication and support for families.

Who to contact

For assistance regarding a course, assignment, or resource...

Appropriate Grade-Level Teacher

For assistance regarding a technology-related problem or issue:

Chris Thompson – Director of Technology – cthompson@grafordisd.net – 940-664-3101 Ext'n - 234

For a personal, academic, or social emotional concern:

Stella Singleton – School Counselor – ssingleton@grafordisd.net – 940-664-3101 Ext'n - 222

For other issues related to distance learning:

Elementary Principal
Dr. Tina Alvarado
talvarado@grafordisd.net
940-664-3101 Ext'n – 201

Secondary Principal
Clifton James Womack
jwomack@grafordisd.net
940-664-3101 Ext'n – 227

Sample Daily Schedules

With the learning coach, students would follow a full-day schedule based on a typical school day. This would include morning meetings, intervention/enrichment and content lessons, just like on-campus lessons. The day would include both synchronous and asynchronous opportunities throughout the day.

Sample Instructional Minutes Schedule - The campus and/or the remote coordinator will work with parents to create an appropriate remote schedule at the beginning of school.

Elementary School

Pre-K Sample Schedule (Monday – Friday)

7:45-8:00 Breakfast/Greeting Circle/Class Morning Meeting
8:00-8:30 Teacher Read Aloud
8:30-9:00 Moving and Learning
9:00-10:20 Literacy Lesson and Practice Activities in Learning Centers
10:20-10:55 Recess
10:55-11:25 Lunch
11:25- 12:00 Literacy Lesson and Practice Activities in Learning Centers
12:00- 1:10 Math and Science
1:10-1:55 Physical Education/Art/Music
1:55-2:30 Math and Science
2:30-3:00 Rest Time
3:00-3:30 Content Connection (Social Studies)
3:30-3:45 Closing Circle

Kindergarten Sample Schedule (Monday – Friday)

7:45-8:00 Breakfast/Meet and Greet/Class Morning Meeting
8:00-8:20 Teacher Read Aloud/Independent Reading
8:20-10:30 Reading/Language Arts/Social Studies/Literacy Learning Centers
10:30-11:00 Recess
11:00-11:30 Lunch
11:30-12:30 Science/Social Studies
12:30-1:10 Math and Learning Centers
1:10-1:55 Physical Education/Art/Music
1:55-2:55 Math and Learning Centers
2:55-3:30 Enrichment/Intervention
3:30-3:45 Closing Meeting

1st Grade Sample Schedule (Monday – Friday)

7:45-8:00 Breakfast/Meet and Greet/Class Morning Meeting
8:00-8:20 Teacher Read Aloud/Independent Reading
8:20-9:40 Reading/Language Arts/Social Studies/Literacy Learning Centers
9:40-10:25 Physical Education/Art/Music
10:25-11:05 Reading/Language Arts/Social Studies/Literacy Learning Centers
11:05-11:40 Lunch
11:40-1:10 Math and Learning Centers
1:10-2:10 Enrichment/Intervention
2:10-2:40 Recess
2:40-3:30 Science/Social Studies
3:30-3:45 Closing Meeting

2nd Grade Sample Schedule (Monday – Friday)

7:45-8:00 Breakfast/Meet and Greet/Class Morning Meeting
8:00-8:20 Teacher Read Aloud/Independent Reading
8:20-9:40 Reading/Language Arts/Social Studies/Literacy Learning Centers
9:40-10:25 Physical Education/Art/Music
10:25-11:10 Reading/Language Arts/Social Studies/Literacy Learning Centers
11:10-11:40 Lunch
11:40-12:10 Recess
12:10-2:10 Math/Science
2:10-3:10 Enrichment/Intervention
3:10-3:35 Writing Stories
3:35-3:45 Closing Meeting

3rd Grade Sample Schedule (Monday – Friday)

7:45-8:00 Breakfast/Meet and Greet/Class Morning Meeting
8:00-8:20 Teacher Read Aloud/Independent Reading
8:20-9:10 Enrichment/Intervention
9:10-11:15 Reading/Language Arts/Social Studies
11:15-11:45 Lunch
11:45-1:20 Math/Science
1:20-1:55 Recess
1:55-2:40 Physical Education/Art/Music
2:40-3:15 Math/Science
3:15-3:35 Writing Stories ¹
3:35-3:45 Closing Meeting

4th Grade Sample Schedule (Monday – Friday)

7:45-8:00 Breakfast/Meet and Greet/Class Morning Meeting
8:00-8:20 Teacher Read Aloud/Independent Reading
8:20-10:20 Reading/Language Arts/Social Studies
10:20-11:25 Enrichment/Intervention
11:25-11:55 Lunch
11:55-2:00 Math/Science
2:00-2:45 Physical Education/Music/Art
2:45-3:15 Recess
3:15-3:35 Writing Stories
3:35-3:45 Closing Meeting

5th Grade Sample Schedule (Monday – Friday)

7:45-8:00 Breakfast/Meet and Greet/Class Morning Meeting
8:00-8:20 Teacher Read Aloud/Independent Reading
8:20-10:30 Reading/Language Arts/Social Studies
10:30-11:15 Physical Education/Music/Art
11:15-11:45 Lunch
11:45-1:00 Enrichment/Intervention
1:00-3:10 Math/Science
3:10-3:40 Recess
3:40-3:45 Closing Meeting

Middle School

Monday – Thursday – 8:00 – 3:45 PM

Friday – 8:00 – 2:45 PM

1st Period	8:00 – 8:45
2nd Period	8:49 – 9:34
3rd Period	9:38 – 10:24
4th Period	10:28 – 11:13
5th Period	11:17 – 12:02
Lunch	12:05 – 12:35
Study Hall	12:35 – 1:05
6th Period	1:09 – 1:54
7th Period	1:57 – 2:42
8th Period	2:45 – 3:45

[Link to Master Schedule](#)

High School

Monday – Thursday – 8:00 – 3:45 PM

Friday – 8:00 – 2:45 PM

1st Period	8:00 – 8:45
2nd Period	8:49 – 9:34
3rd Period	9:38 – 10:24
4th Period	10:28 – 11:13
5th Period	11:17 – 12:02
Study Hall	12:05 – 12:35
Lunch	12:35 – 1:05
6th Period	1:09 – 1:54
7th Period	1:57 – 2:42
8th Period	2:45 – 3:45

[Link to Master Schedule](#)