FBISD *Reimagined*

INSPIRE • EQUIP • IMAGINE

Structuring for Success
for Parents

Campus Name & Logo

Name of Contact person 1

Name of Contact person 2

Phone #

Email:

Phone #

Email:

How prepared do you feel for the start of online instruction at the start of school, August 17?
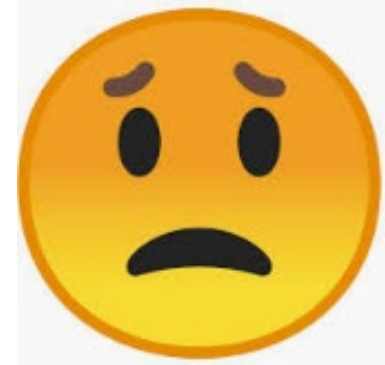
Excited

Unsure

concerned

1

2

3

By the end of this session, you will be able to:

➢ Understand District expectations for elementary, middle, and high school online learning schedules

➢ Recognize scheduled times for synchronous and asynchronous learning

➢ Employ appropriate space applications to maximize student learning from home

➢ Utilize District support resources to assist at-home/online learning

➢ Know of technology services and supports rendered by the District.

Our Mindsets

- Positive talk

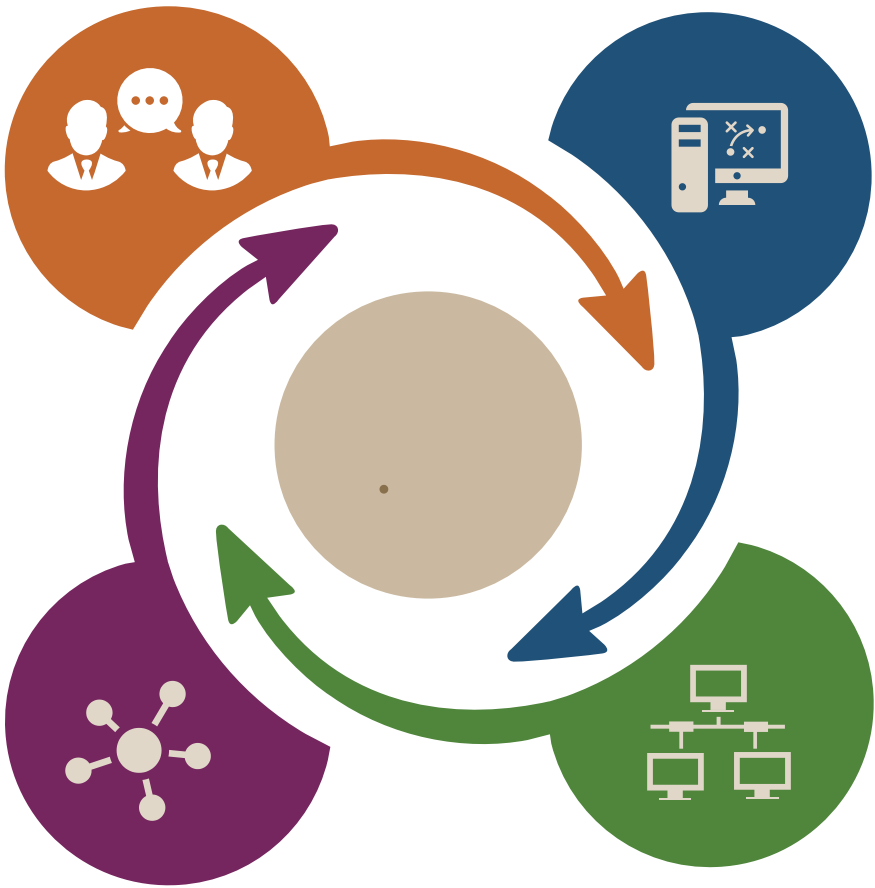- Plan

- Encourage

- Communication

Session Topics

Schedules

Daily Attendance

❖ Students will be marked present **daily** in **grades 3-12**, when they are engaged in the synchronous/live online instruction at the designated daily time.

❖ Students in grades **PK-2nd** will be marked present when they are engaged in asynchronous instruction, which means daily progress monitoring in our Learning Management System, Schoology, and daily progress via teacher-student interactions, including synchronous time on the daily schedule.

❖ All students will have attendance taken daily by class period to count toward course credit.

❖ All students are expected to demonstrate **daily progress** in asynchronous learning through Schoology:

   ❖ Daily engagement such as completion of assignments,
   ❖ Demonstration of academic progress, and
   ❖ Communication to and from the teacher related to the coursework.

Planning Your Child's Daily Schedule

Step 1

- Review communications about your child's grade level expectations for each subject.

Step 2

- Consider the children in your household, their grade level expectations, devices available in the household, and parental support needed.

Step 3

- Plan a schedule with daily content time for each child in your home, considering the communicated expectations. Consider the best space for your child to do their work.

Step 4

- Consider other supports your child needs, such as exercise, mental breaks, meals, etc.

Master Schedule – Online Learning

Elementary Schedule | Students

- Preliminary model, will be refined to address student needs, teacher flexibility and unique campus needs

Elementary Online Learning Schedule Kindergarten Student Example

Elementary Student Online Schedule Kindergarten Example	
Monday- Friday	
8:10-9:45	Asynchronous Learning
9:45-10:00	Synchronous Outclass
10:00-10:30	Synchronous Science (MWF) Social Studies (T/TH)
10:30-10:45	Asynchronous Learning
10:45-11:30	Synchronous Reading – Small Group
11:30-12:30	Lunch/ Recess
12:30-1:00	Synchronous Math
1:00-1:45	Synchronous Small Group Intervention/Enrichment
1:45-3:25	Asynchronous Learning

Elementary students will receive their planned schedule from their teacher through Schoology.

Master Schedule – Online Learning

Elementary Schedule | Students

- Preliminary model, will be refined to address student needs, teacher flexibility and unique campus needs

Elementary Third Grade Student Schedule with Reading in the AM and Math in the PM

Monday, Wednesday, Friday	
8:10-8:15	Asynchronous Learning
8:15-9:00	Synchronous Small Group Intervention/Enrichment
9:00-9:10	Asynchronous Learning
9:10-9:40	Synchronous Outclass
9:40-10:00	Asynchronous Learning
10:00-10:40	Synchronous Reading- Small Group
10:40-11:30	Asynchronous Learning
11:30-12:30	Lunch/Recess
12:30-1:05	Asynchronous Learning
1:05- 1:50	Synchronous Math
1:50-2:35	**Synchronous Science**
2:35-3:25	Asynchronous Learning

Tuesday, Thursday	
8:10-8:15	Asynchronous Learning
8:15-9:00	Synchronous Small Group Intervention/Enrichment
9:00-9:10	Asynchronous Learning
9:10-9:40	Synchronous Outclass
9:40-10:00	Asynchronous Learning
10:00-10:40	Synchronous Reading- Small Group
10:40-11:25	**Synchronous Social Studies**
11:30-12:30	Lunch/Recess
12:30-1:05	Asynchronous Learning
1:05-1:50	Synchronous Math
1:50-3:25	Asynchronous Learning

Master Schedule – Online Learning

Secondary Student Schedule

- Preliminary model, will be refined to address student needs, teacher flexibility and unique campus needs

Middle and High School Student Online Learning Schedule (Student)

	Monday	Tuesday	Wednesday		Thursday	Friday
9:00 - 10:00	Synchronous Period 1	Synchronous Period 5	9:00 - 9:35	Synchronous Period 1	Synchronous Period 1	Synchronous Period 5
			9:45 - 10:20	Synchronous Period 2		
10:15 - 11:15	Synchronous Period 2	Synchronous Period 6	10:30 - 11:05	Synchronous Period 3	Synchronous Period 2	Synchronous Period 6
11:30 - 12:30	Synchronous Period 3	Synchronous Period 7	11:15 - 11:50	Synchronous Period 4	Synchronous Period 3	Synchronous Period 7
			12:00 - 12:35	Synchronous Period 5		
12:30 - 1:30	Lunch	Lunch	12:35 - 1:30	Lunch	Lunch	Lunch
1:30 - 2:30	Synchronous Period 4	Synchronous SEL/Intervention/Enrichment	1:30 - 2:05	Synchronous Period 6	Synchronous Period 4	Synchronous SEL/Intervention/Enrichment
			2:15 - 2:50	Synchronous Period 7		
2:30 - 3:30	Asynchronous Learning	Asynchronous Learning	2:50 - 3:30	Asynchronous Learning	Asynchronous Learning	Asynchronous Learning

Note: Each class will have 30 minutes of asynchronous learning per week

Typical School Week

PreK–1st Grade
Total Instructional Minutes per Week | 1800 Minutes

Synchronous Instruction	825 Minutes	46%
Asynchronous Instruction	975 Minutes	54%

2nd–5th Grade
Total Instructional Minutes per Week | 1845 Minutes

Synchronous Instruction	1025 Minutes	56%
Asynchronous Instruction	820 Minutes	44%

Secondary Education
Total Instructional Minutes per Week | 1805 Minutes

Synchronous Instruction	1205 Minutes	67%
Asynchronous Instruction	280 Minutes	16%
Mental Health Breaks & Transitions	320 Minutes	18%

Student Workspace

Creating a Space for Online Learning

Questions to Consider:

Is there an area designated at home for online instructional activities?

i.e.: child's room, kitchen table, small area off of the main living areas, a nook that can be personalized, etc.

⬇

Is the area optimal for internet connectivity?

⬇

Is there a bulletin board or empty wall space to post schedules, calendars, and completed work?

⬇

Are there bookshelves, baskets or bins to help keep supplies organized?

Creating Daily Rituals

Suggested Activities:

❑ **Think about beginning each school day with an opening activity:** i.e.: a moment of silence, a song, a poem, a quote, the Pledge of Allegiance, or review of the day's calendar activities. Keep it short and consistent.

❑ **Limit outside interruptions:** i.e.: no cell phones unless for schoolwork, no scheduled appointments, or outside visitors.

❑ **Include regularly scheduled breaks:** Schedule five to ten-minute breaks within the daily schedule. This is time for the child to get up and move around, use the bathroom, or get a snack. **The frequency and length of breaks depend on the age of the student and the individual learning styles.

❑ **Include your child in planning and scheduling decisions:** Give your child some of the responsibility for determining the daily schedule based on weekly assignments provided by the teacher. Give them an option on how they would like to get assignments completed based on interests, likes and learning styles. They can also help cleaning up the area at the end of the day by putting materials away, so they are ready and available for the next day.

(*Source: https://www.calverteducation.com/)

Technology

Improved Online Learning Experience

Students and families will experience an improved online experience as we begin the new year. This will include:

Learning Experience Delivery

- Scheduled live synchronous instruction via video conferencing tools

- Streamlined technology tools to support consistency and student engagement

- Daily asynchronous learning experiences

Use of Schoology

- Improved course organization using a standardized folder structure

- Standardized communication systems for parents in Schoology

- Use of calendar and Schoology gradebook features for progress monitoring

Progress Monitoring and Feedback

- Formative assessments to check for daily student progress

- Consistent and ongoing feedback

- Grading practices will include numerical or standards-based grades.

Instructional Tools

SKYWARD

Student Information System
to serve as the gradebook and attendance record for all students

SCHOOLOGY

Learning Management System
to facilitate learning and communicate in support of student success

MICROSOFT TEAMS

Video Conferencing Tool
to facilitate class sessions and collaboration

Instructional Tools

SKYWARD

SKYWARD

Purpose
- Official record for grades and attendance
- Used to enter absences, tardies, and discipline

Connections to the FBISD Learning Framework
- Progress Monitoring and Assessment Component – communicate academic progress at defined reporting periods to students and parents
- Profile of a Graduate (Prekindergarten – 5th grade only) Component – communicate student progress on communication, collaboration and equipped with skills for life

FBISD Expectations for Use
- Reporting of daily and major grades aligned to Fort Bend ISD EIA Standard Operating Procedures
- Report daily attendance and disciplinary infractions

Instructional Tools

SCHOOLOGY

SCHOOLOGY

Purpose
- Required Learning Management System used to access course content and instructional materials
- Used to engage students in the FBISD Learning Framework
- Standardized communication system for parents

Connections to the FBISD Learning Framework
- Content Component – deliver instructional content aligned to the Texas Essential Knowledge and Skills and FBISD Curriculum within a standardized folder structure
- Profile of a Graduate Component – provide opportunities for students to engage in collaboration and communication with the teacher and their peers
- Progress Monitoring and Assessment Component – provide authentic assessment opportunities for students, use of calendar to track progress and assignments, and updates on progress through the use of the Schoology gradebook
- Feedback Component – provide comments on assignments and discussion posts to facilitate feedback (self/peer/teacher)
- Goal Setting and Revision Component – opportunities for students to review assignments and feedback in order to set goals for revision and then resubmit, when necessary

FBISD Expectations for Use
- All classroom instructional content materials must be accessed within standardized folder structure
- Offer students an opportunity to collaborate and communicate using digital tools (i.e. shared documents linked in Schoology)
- Use of the calendar for students to track assignments and progress
- Provide authentic assessments to students in a variety of modalities, when appropriate use Respondus Lockdown Browser to support assessment integrity
- Teacher/students provide feedback on student work using student ownership and technology tools with opportunities for goal setting and revision
- Provide regular, timely information to parents through the use of the Parent Folder and Schoology Messages

Instructional Tools

MICROSOFT TEAMS

Purpose
- FBISD defined platform for synchronous video conference opportunities for teacher/student collaboration
- Used to facilitate synchronous tiered learning experiences including intervention and small group instruction

Connections to the FBISD Learning Framework
- Content Component – provide synchronous instruction aligned to Texas Essential Knowledge and Skills and FBISD Curriculum
- Social Emotional Learning Component – build relationships through synchronous interactions with teacher and peers to promote an online learning community
- Profile of a Graduate Component – allow for authentic dialogue between teacher and peers in order to collaborate and communicate
- Progress Monitoring & Assessment – gather evidence of student understanding during synchronous instruction based on verbal and written (chat) responses
- Feedback Component – provide timely, specific feedback to students and allow for teacher/peer assessment and feedback on student work
- Goal Setting/Revision – provide opportunity for conferring with teacher/student to set and monitor progress on goals

FBISD Expectations for Use
- Utilize video conferencing to deliver synchronous learning experiences on identified content to support the FBISD instructional model
- Content created within the Microsoft Team (i.e. shared documents) must be linked in Schoology
- Create and implement virtual respect agreements to establish norms for an online learning community and provide synchronous check ins
- Small group collaboration and conferring through the use of purposeful talk protocols to support learning and peer/teacher feedback
- Collect observational and anecdotal evidence of student understanding of content in order to make instructional decisions
- Manage team membership by ensuring all appropriate personnel are a part of the Microsoft Team (i.e. co-teachers, administrators, etc.)

MICROSOFT TEAMS

Technology Distribution

The Back to School Readiness Form will be used to determine student need and assign devices.

FBISD will transition device distribution to a campus-based model offering student pickup at their assigned campus.

Phase 1   August 5 -14

Phase 2   August 17 -28

Support Resources

Student At-Home Learning

Fort Bend ISD At-Home Learning resources have been curated to encourage creativity and enrichment as staff prepare to launch online learning. These activities and resources are designed to support students while school operations are impacted by the current response to COVID 19:

Online Support Options—ES and MS
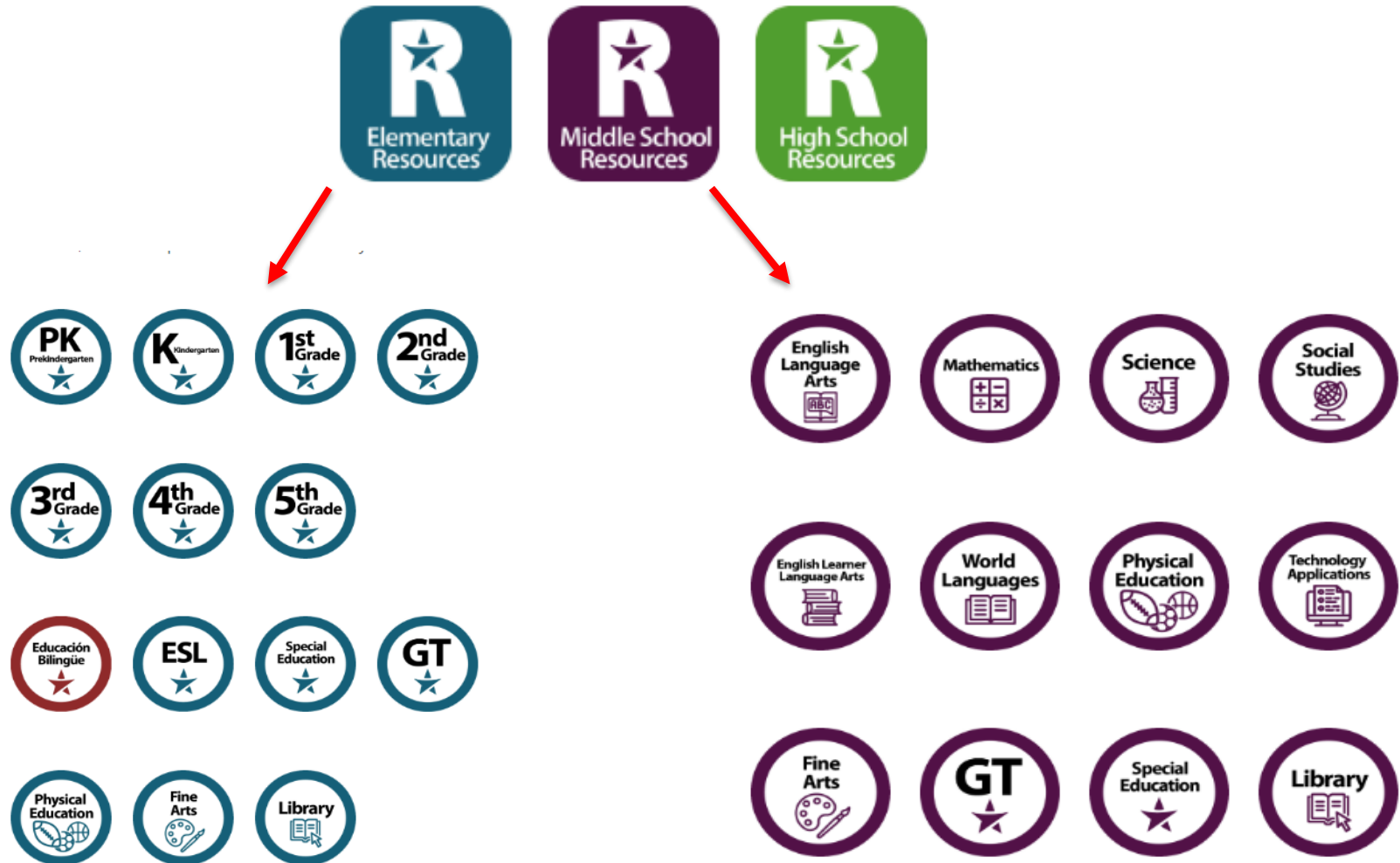
Online Support Options--HS

Sample Resource Document

Online or screen time resources | Offline/no screen time resources

SOCIAL STUDIES RESOURCES (SCREEN TIME OR WITH TECHNOLOGY)		
Name of Site and Link	**Description/Directions/Explanation**	**Course**
Gapminder.org	Gapminder lets kids see what the news doesn't accurately show: the truth about the world's population, wealth, and use of resources.	6-8

SOCIAL STUDIES RESOURCES/ACTIVITIES (NO SCREEN TIME OR TECHNOLOGY)	
Description	**Course**
Good Citizens of America - Students will think about what responsibilities come with the rights we have under the Constitution. https://drive.google.com/file/d/1j-IIIlqGvpnhi1ySunrxTxL95cZeW0BC/view?usp=sharing	6-12

Parent and Student Supports

➢ Visit www.fortbendisd.com/onlinelearningsupport for At-Home support resources available 24 hours a day, 7 days a week.

➢ Additional parent sessions:
  - Instructional expectations
  - Technical training

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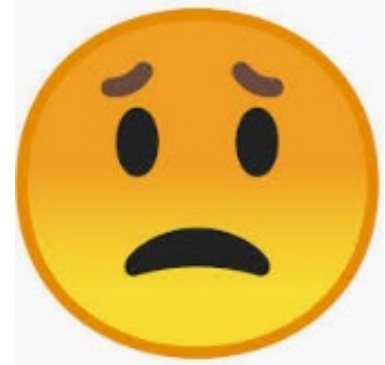
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