

**REGULAR MEETING OF THE GOVERNING BOARD
OF THE ALAMO COLLEGIATE NETWORK,
A GOVERNING BOARD FOR PARTNERSHIPS BETWEEN
INDEPENDENT SCHOOL DISTRICTS
AND THE ALAMO COMMUNITY COLLEGE DISTRICT**

**TUESDAY, OCTOBER 6, 2020
5:00 PM**

**Via video/teleconference pursuant to the Open Meetings Act procedures announced by
Governor Abbot**

The Governing Board of the Alamo Collegiate Network, A Governing Board For Partnership Between Independent School District and the Alamo Community College District, Authorized By SB 1882 (85th), Codified At Texas Education § 11.174, Will Conduct a Meeting of the Board Via Telephonic and Video Conference on Tuesday, October 6, 2020. The meeting of the Alamo Collegiate Network Board will convene in open session at 5:00 PM.

AGENDA

1. CALL TO ORDER

2. CERTIFICATION AND POSTING OF NOTICE

3. ROLL CALL

4. PLEDGE OF ALLEGIANCE

5. CITIZENS TO BE HEARD

Registration: A Citizen to be Heard is required to email Sandra Torres at storres304@alamo.edu by 4:00 pm on October 6, 2020 to register to speak by providing his/her name, the name of the organization if speaking on behalf of an organization, and the agenda item number as to which the Citizen will speak. Staff will contact the citizen to ensure they are able to participate via the zoom link and telephone number provided on the agenda. Individuals will have a three-minute time period. State law limits Trustee response to public comments.

6. BOARD PRESENTATIONS

- | | |
|---|----|
| A. Presentation on Statutory Regulation for 1882 Partnerships, <i>Ross Laughead</i> | 3 |
| B. Presentation on Alamo Collegiate Network 1882 Partnership with San Antonio ISD, <i>Sara Mann</i> | 12 |

7. NEW BUSINESS

- | | |
|---|----|
| A. Planning for the 2021-2022 Budget Year | 23 |
| B. Discussion and Possible Action on the Approval of the 2020-2021 Alamo Collegiate Network Campus Budgets | 24 |
| C. Discussion and Possible Action on the Approval of Alamo Collegiate Network Use of San Antonio ISD Asynchronous Learning Plan as Required by the Texas Education Agency | 33 |
| D. Discussion and Possible Action on the Approval of Alamo Collegiate Network Future Board Meeting Dates | 87 |

8. EXECUTIVE SESSION

A. Pursuant to § 551.071, Texas Government Code, the Board may consult with its attorneys about pending and threatened litigations.

B. Pursuant to § 551.071, Texas Government Code, the Board may consult with its attorneys about pending EEOC charges.

C. Pursuant to §551.072, Texas Government Code, the Board may deliberate the purchase, exchange, lease or value of real property.

D. Pursuant to §551.074, Texas Government Code, the Board may deliberate the appointment, employment, evaluation, reassignment, duties, performance of duties, discipline, or dismissal of a public officer or employee(s).

E. Any action on these matters will be taken in Open Session.

9. RECONVENE OPEN MEETING

A. Discussion and Possible Action on Items Discussed in Executive Session.

10. SETTING OF THE NEXT MEETING DATE

A. The next Regular Meeting of the Governing Board of the Alamo Collegiate Network is scheduled for _____.

11. ADJOURNMENT

POSTED AT THE
ALAMO COMMUNITY COLLEGE DISTRICT WEBSITE
<https://www.alamo.edu/about-us/leadership/board-of-trustees/board-meetings/>
4:30 PM ON THIS 2ND DAY OF OCTOBER 2020

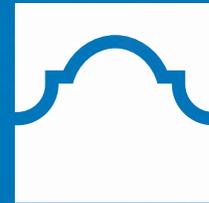
This meeting will not be conducted at a physical location.

Dr. Mike Flores
Board Chairman

Alamo Collegiate Network

SB1882 Partnerships Legal Presentation

Presented by:
Ross Laughead



ALAMO
COLLEGES
DISTRICT



Malcolm Baldrige
National Quality Award
2018 Award Recipient



SB 1882 (TEC § 11.174) Partnership Legal Requirements

- State law is designed to place controls on both ISD Boards and Section 1882 partners of ISDs to effectuate legislative objectives that partners have management control and be objectively measured on their performance
- Partners are required to control over certain aspects of relationship to ensure that partnerships are not shams for ISDs to simply gain additional funding (initial, final and sole autonomies required by TEC in contracts)
- ISD Boards are required to hold partners contractually accountable to measurable objectives of school performance improvement
- Partner primary responsibilities are to oversee academic programs, support college partnerships, manage school principals, provide financial oversight and meet school performance goals.



SAISD Contractual Division of Funding

- Base funding to Schools from state appropriations and local taxes will be unchanged except as follows
- ISD retains 1/3 of additional state funding allocated to partnership schools by SB 1882, 1/3 substitutes for ISD dual credit cost-sharing & 1/3 is a management fee to ACD
- ISD passes through transportation and utility expenses at cost
- ISD retains an administrative support fee of 2.274% of the state revenue generated by School students for certain services specified in the next slide



SAISD Contractual Support of Partnership Schools

- Student recruitment and enrollment
- Services to maintain compliance, reporting, related systems, e.g., grants, student information systems, special education, accountability, and academic transcripts
- Unified enrollment system platform and related services
- Police and campus security services and personnel
- Operation of facilities, e.g., building maintenance and repair, security equipment, capital repairs, landscaping and grounds upkeep
- HR and financial reporting and management systems, e.g., criminal background checks, hiring platform, compensation systems, benefits and records management, payroll, budget systems, funds management, accounts payable, and purchasing systems

ACD Initial, Final & Sole Autonomies (SAISD)

- Management and evaluation of School leadership
- Employee selection, management, work hours and conditions, assignment, job description, performance and duties
- Management of instructional staff
- Assignment, supervision, management and rescission of assignment of all District employees or contractors to the Schools
- School budget determination, adoption and implementation, including any federal and state grants
- Academic program (subject to state standards)



ACD Initial, Final & Sole Autonomies (continued, #2)

- All curriculum decisions beyond minimum requirements
- Mission, vision and core values of the Schools as per School charter
- Strategic planning (e.g., grade configuration, calendar, staffing structure, etc.) for the Schools in coordination with ISD and as per School charter.
- School calendar and daily schedule
- Programs for students in special populations including special education, gifted and talented students, and English Learners (ELs). but the ISD is the Local Education Agency for all compliance purposes
- Seek federal grants and Title funds; any federal or state grant funds, differential funding, High Cost Funds or State Compensatory Education Funds for any special student(s) or populations will be passed through.



ACD Initial, Final & Sole Autonomies (continued, #3)

- College and career counseling
- Approval of all assessments not required by the State, but must participate in beginning-of-year, middle-of-year, and end-of-year district-wide NWEA MAP assessments
- Parent engagement and communications, fundraising and grant applications, and community partnerships
- Extracurricular activities and sports, subject to state UIL rules
- Marketing, communications, and branding

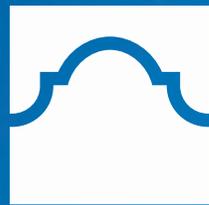


Governance by Alamo Collegiate Network Board

- Governing Board (Alamo Collegiate Network) develops and adopts overall educational framework, mission, budgetary approval, and policies
- Partner ISD Trustees, staff & appointees excluded from membership
- Adopts each School operating budget as per ISD's annual financial and campus-based budgeting policies, procedures, and timelines
- Complies with Texas Open Meetings and Public Information Acts
- Posts on the ACD website Governing Board: membership, annual schedule of meetings, and all agendas and minutes



Thank you.



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DISTRICT

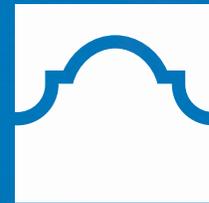


Alamo Collegiate Network

SB 1882 Partnership

Alamo College District – San Antonio ISD

ACN Board Meeting
October 6, 2020



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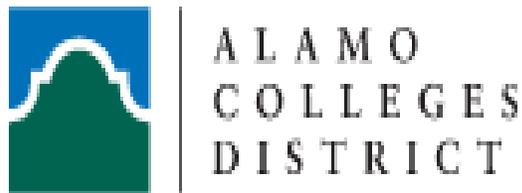


Malcolm Baldrige
National Quality Award
2018 Award Recipient



SB 1882 Partnerships

Partnering with qualified, mission-aligned nonprofits through Senate Bill 1882 will bring additional expertise, resources, and autonomy to schools while improving student outcomes by enforcing high standards for academic, organizational, and financial success.



TEA Requirements for SB 1882 Partnerships

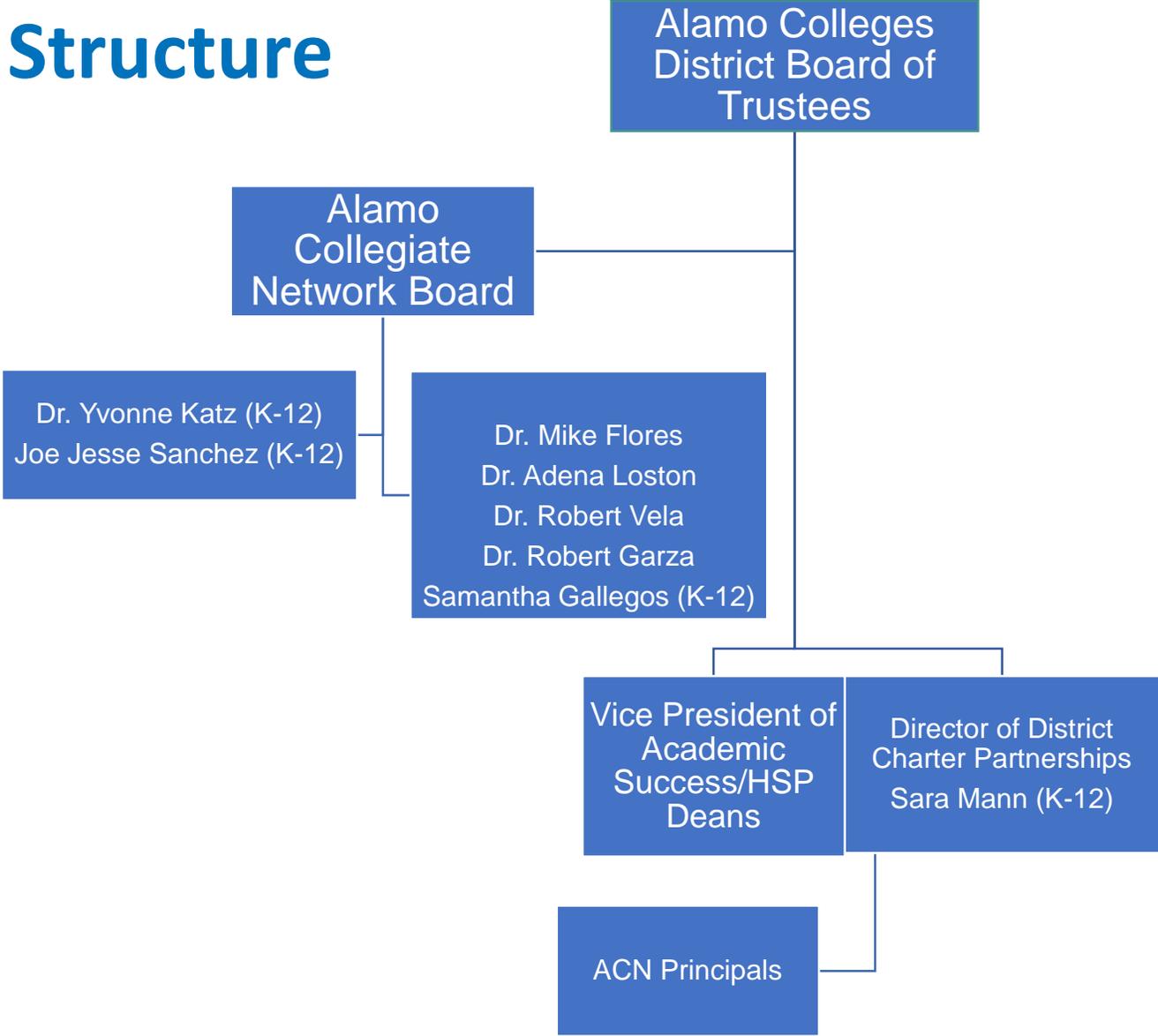
- SAISD School Board approves schools as in-district charters
TEA approves district's application for 1882 benefits
- Alamo Collegiate Network as a partner maintains compliance with [TEC 11.174](#), and [TAC 97.1075](#) and [TAC 97.1079](#). Responsible for administering all aspects of high school program related to TEC and TAC.



SAISD In-District Charter Schools

- All partnership schools are also in-district charter schools
 - Alamo Collegiate Network
- In-district charter schools are district schools granted additional autonomy by the SAISD Board in return for greater accountability
- Every charter school has a performance contract
 - One metric is charter fidelity

ACN Management Structure



Key Aspects of the Partnership Agreement

Contract between SAISD and ACN includes:

- ACN autonomy on staffing, employee management and evaluation, budget, curriculum, instructional materials, calendar, daily schedule, professional development, and assessments
- School performance metrics for Fox Tech, Travis ECHS, and St. Philips ECHS with consequences
- Annual ACN financial audit of 1882 funds
- List of SAISD services that ACN will utilize (food services, facilities, transportation, IT, etc.)

SB 1882 Partner Key Responsibilities

Alamo Collegiate Network

- Manage partner campuses with SAISD support and systems
- Manage, hire, and appraise principals (with T-PESS)
 - Director of District Charter Partnerships-Sara Mann
- Oversee academic programs and support implementation of each school's charter
- Support college partnerships
- Establish and support ACN governing board to provide financial oversight and governance of 1882 partnership
- Conduct an annual financial audit of 1882 funds
- Meet goals in each school's performance contract

SB 1882 Partner Key Responsibilities

SAISD

- Maintaining and operating school buildings
- Ensuring safety for student and staff at all campus facilities
- Managing human resources functions in accordance with SAISD policy
- Conducting legal compliance reporting
- Managing finance functions in accordance with SAISD policies and procedures
- Managing student enrollment
- Providing for and supporting special student populations
- Holding Alamo Collegiate Network accountable for academic and financial performance

Accountability & Performance Metrics

- SAISD will review ACN performance annually and evaluate the partnership for continuation after three years as defined by the performance metrics within the Partnership Agreement
- Key Performance Metrics include measures within three Domains:
 - Academic Excellence
 - Organizational Strength
 - Financial Health
- Details of the Performance Metrics defined within the Partnership Agreement will be presented at the next ACN Board Meeting

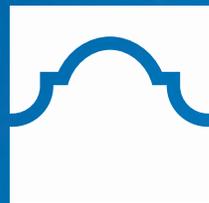


SB 1882 Partnership Finances-Process

- ACN receives management fee defined by partnership agreement, based on actual funds received by SAISD from TEA, actual ADA, and according to an agreed upon schedule.
- ACN funds have been designated to cover management expenses and dual credit costs at each of the high schools.
- Every Spring, campus budgets for next fiscal year are jointly determined by SAISD Finance, Office of Innovation, and ACN, based on campus needs and in close collaboration with campus principals.



Thank you.



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1882 Partnership Funding

In accordance with SB 1882, San Antonio ISD receives additional funding from TEA for campuses that are part of an 1882 partnership. Per the Alamo Collegiate Network (ACN) Partnership with SAISD, 2/3 of the total allotment for Fox Tech High School, Travis Early College High School, and St. Philips Early College High School will be passed through to Alamo College District to support implementation of the partnership. The remaining 1/3 of the additional funding is allocated to each campus to further the development of their Charters.

Funding Formulas

Funding for the partnership is based on campus enrollment, average daily attendance (ADA), and an allocation of \$800 per student. Campus enrollment is determined based on the official Snapshot day for K-12 institutions, the last Friday of each October, October 30, 2020 for the 2020-2021 school year. With the Alamo Collegiate Network Partnership Agreement defining the division of funds by thirds, funding formulas are set as follows:

$$\text{Campus Enrollment} \times \text{ADA\%} \times \$800 \times .66 = \text{Allotment of 1882 Funds}$$

Projected Funding for Alamo Collegiate Network 2020-2021										
Campus	Division	Projected Enrollment	X	ADA%	X	\$800	X	.33	=	Allocation
Travis ECHS	Campus	406	X	96.47%	X	\$800	X	.33	=	\$103,400
	ACN Cost Share	406	X	96.47%	X	\$800	X	.33	=	\$103,400
	ACN Management	406	X	96.47%	X	\$800	X	.33	=	\$103,400
Fox Tech High School	Campus	453	X	94.38%	X	\$800	X	.33	=	\$112,870
	ACN Cost Share	453	X	94.38%	X	\$800	X	.33	=	\$112,870
	ACN Management	453	X	94.38%	X	\$800	X	.33	=	\$112,870
St. Philips Early College High School	Campus	332	X	95.23%	X	\$800	X	.33	=	\$83,467
	ACN Cost Share	332	X	95.23%	X	\$800	X	.33	=	\$83,467
	ACN Management	332	X	95.23%	X	\$800	X	.33	=	\$83,467
Anticipated Allocations for Alamo Collegiate Network										
1/3 allocation for ACN management/supervision expenses									=	\$299,737
1/3 allocation for ACN Cost Share and IM expensed for campuses									=	\$299,737
Overall Anticipated Allocation for ACN									=	\$599,474

Funding Timelines

Fund allocations from TEA are typically awarded to ISDs in December and will be passed through to ACD in two payments made in January and April/May.

2020-2021 Campus Budget- General Fund Only

Preliminary Mid-Year Data		Fox Tech Projection			453			Travis Projections			406			St. Philip's Projections			332		
		Fox Tech	%	Per Student	Travis ECHS	%	Per Student	St. Philip's	%	Per Student									
Budget by Object Code	Row Labels	004			022			025											
Payroll Costs	61XX	3,339,015	86.93%	7,371	2,305,192	85.35%	5,678	1,922,842	79.24%	5,792									
Purchased/Contracted Services	62XX	286,731	7.47%	633	210,964	7.81%	520	419,264	17.28%	1,263									
Supplies and Materials	63XX	163,732	4.26%	361	153,165	5.67%	377	70,291	2.90%	212									
Other Operating Costs	64XX	51,454	1.34%	114	31,576	1.17%	78	14,308	0.59%	43									
	Grand Total	3,840,932	100.00%	8,479	2,700,897	100.00%	6,652	2,426,705	100.00%	7,309									
Budget by Function	Row Labels	004			022			025											
Instruction	11	2,472,004	64.36%	5,457	1,799,375	66.62%	4,432	1,678,661	69.17%	5,056									
Instructional Resources & Media Services	12	42,189	1.10%	93	3,679	0.14%	9	3,446	0.14%	10									
Curriculum/Instructional Staff Development	13	156,596	4.08%	346	2,779	0.10%	7	13,740	0.57%	41									
School Leadership	23	468,210	12.19%	1,034	496,947	18.40%	1,224	457,788	18.86%	1,379									
Guidance, Counseling & Evaluation Services	31	140,033	3.65%	309	165,950	6.14%	409	173,936	7.17%	524									
Social Work	32	-	0.00%	-	-	0.00%	-	83	0.00%	0									
Health Services	33	38,678	1.01%	85	71,985	2.67%	177	71,985	2.97%	217									
Extracurricular Activities	36	292,702	7.62%	646	30,321	1.12%	75	4,616	0.19%	14									
Facilities Maintenance & Operations	51	207,820	5.41%	459	107,161	3.97%	264	-	0.00%	-									
Community Services	61	22,700	0.59%	50	22,700	0.84%	56	22,450	0.93%	68									
	Grand Total	3,840,932	100.00%	8,479	2,700,897	100.00%	6,652	2,426,705	100.00%	7,309									
Budget by Program Intent Code	Row Labels	004			022			025											
Basic Education Services	11	1,968,955	51.26%	4,346	1,722,873	63.79%	4,244	1,610,017	66.35%	4,849									
Career & Technical Education	22	391,356	10.19%	864	-	0.00%	-	1,500	0.06%	5									
Services to Students with Disabilities (Sp Ed)	23	69,532	1.81%	153	34,763	1.29%	86	34,763	1.43%	105									
Title I Part A School Wide Activities/St. Comp	30	51,463	1.34%	114	46,513	1.72%	115	39,077	1.61%	118									
High School Allotment	31	-	0.00%	-	1,752	0.06%	4	-	0.00%	-									
College, Career & Military Readiness	38	2,099	0.05%	5	1,177	0.04%	3	1,012	0.04%	3									
Athletics	91	180,518	4.70%	398	-	0.00%	-	-	0.00%	-									
Undistributed	99	1,177,009	30.64%	2,598	893,819	33.09%	2,202	740,336	30.51%	2,230									
	Grand Total	3,840,932	100.00%	8,479	2,700,897	100.00%	6,652	2,426,705	100.00%	7,309									

COSTS FOR THE DISTRICT'S CENTRALIZED SERVICES ARE NOT REFLECTED IN ABOVE CAMPUS LEVEL DATA:

- Transportation Cost, including bus drivers and maintenance personnel, vehicle fuel, vehicle maintenance, etc.*
- Special Education Centralized Services, such as Speech Therapy, LSSPs, Occupational / Behavior, etc.*
- Athletics Centralized Costs such as Bus Transportation, Game Officials, Field Upkeep, Capital Outlay*
- Technology Centralized Costs such as Help Desk, Maintenance, Hardware and Wireless Infrastructure*
- Standardized Testing Expense (MAP, PSAT, SAT, AP Exams, COGAT, Woodcock Munoz, Istation, etc.*
- Summer School Costs are not reflected at campus - per TEA FASRG they are in ORG 699*
- Administrative functions such as Payroll, Accounts Payable, Talent Management, Employee Benefits, etc.*
- Facilities maintenance, repair, central custodial support, painting, grounds upkeep, etc.*

2020-2021 Campus Budget- OTHER FUNDS (2xx, 3xx, 4xx) excluding Debt Svc & Construction

Preliminary Mid-Year Data		Fox Tech Projection			Travis Projections			St. Philip's Projections		
		Fox Tech	%	453 Per Student	Travis ECHS	%	406 Per Student	St. Philip's	%	332 Per Student
Budget by Object Code	Row Labels	004			022			025		
Payroll Costs	61XX	408,177	86.51%	901	205,895	89.10%	507	64,708	64.31%	195
Purchased/Contracted Services	62XX	1,760	0.37%	4	8	0.00%	0	12,000	11.93%	36
Supplies and Materials	63XX	59,544	12.62%	131	18,502	8.01%	46	22,333	22.20%	67
Other Operating Costs	64XX	2,338	0.50%	5	6,670	2.89%	16	1,574	1.56%	5
	Grand Total	471,818	100.00%	1,042	231,075	100.00%	569	100,616	100.00%	303
Budget by Function	Row Labels	004			022			025		
Instruction	11	44,362	9.40%	98	26,051	11.27%	64	51,313	51.00%	155
Instructional Resources & Media Services	12	16,467	3.49%	36	-	0.00%	-	-	0.00%	-
Curriculum/Instructional Staff Development	13	320	0.07%	1	2,004	0.87%	5	11,250	11.18%	34
School Leadership	23	3	0.00%	0	7	0.00%	0	750	0.75%	2
Guidance, Counseling & Evaluation Services	31	103,809	22.00%	229	79,928	34.59%	197	300	0.30%	1
Child Nutrition	35	287,930	61.03%	636	117,845	51.00%	290	-	0.00%	-
Health Services	33	13	0.00%	0	2,639	1.14%	7	35,307	35.09%	106
Extracurricular Activities	36	15,589	3.30%	34	71	0.03%	0	38	0.04%	0
Facilities Maintenance & Operations	51	603	0.13%	1	-	0.00%	-	-	0.00%	-
Safety & Security	52	82	0.02%	0	797	0.35%	2	-	0.00%	-
Technology	53	400	0.08%	1	-	0.00%	-	-	0.00%	-
Community Services	61	2,240	0.47%	5	1,732	0.75%	4	1,658	1.65%	5
	Grand Total	471,818	100.00%	1,042	231,075	100.00%	569	100,616	100.00%	303
Budget by Program Intent Code	Row Labels	004			022			025		
Basic Education Services	11	1,876	0.40%	4	5,006	2.17%	12	433	0.43%	1
Career & Technical Education	22	14,150	3.00%	31	-	0.00%	-	-	0.00%	-
Services to Students with Disabilities (Sp Ed)	23	19,392	4.11%	43	-	0.00%	-	-	0.00%	-
Title I Part A School Wide Activities/St. Comp	30	131,372	27.84%	290	104,453	45.20%	257	100,145	99.53%	302
Athletics	91	13,993	2.97%	31	37	0.02%	0	25	0.02%	0
Undistributed	99	291,035	61.68%	642	121,580	52.61%	299	13	0.01%	0
	Grand Total	471,818	100.00%	1,042	231,075	100.00%	569	100,616	100.00%	303

San Antonio Independent School District 2020-2021



Staff Allocations
SPECIAL ACADEMIC CAMPUSES

19-20
Snapshot

022 Travis ECHS

Student Membership	399	398	406	8
Bilingual		5	-	(5)
Special Ed Self-Contained		-	-	-
	1882			
ADMIN		8.16	7.83	(0.33)
PARA		5.00	5.00	-
TEACHERS		18.50	19.50	1.00

GRAND TOTAL 31.66 32.33 0.67

TITLE	JOB CODE	FUND	BUDGET CODE	SPLIT FUND %	2019-2020	2020-2021	VARIANCE	
ADMINISTRATIVE SUPPORT								
Principal, Sp School	C104	199	23-6119-00-XXX-1	99-000	1.00	1.00	-	
Principal, Network	C10L	199	23-6119-00-XXX-1	99-000			-	
Associate Principal, HS	C108	199	23-6119-00-XXX-1	99-000	1.00	1.00	-	
Associate Principal, ES	C10G	199	23-6119-00-XXX-1	99-000			-	
Associate Principal, Network	C10N	19x	23-6119-00-XXX-1	99-000			-	
		489	23-6119-00-XXX-X	99-000	0.33	0.33	-	
Assistant Principal	C111	199	23-6119-00-XXX-1	99-000			-	
	C111	208	23-6119-00-XXX-X	99-00X			-	
Assistant Principal, <i>SUPPL</i>	C111	199	23-6119-00-XXX-1	99-000			-	
Assistant Principal, Sp School	C114	199	23-6119-00-XXX-1	99-000			-	
Sr Coordinator, Operations Network	C201	19x	23-6119-00-XXX-1	99-000	1882		-	
		489	23-6119-01-XXX-X	99-000	0.33		(0.33)	
Counselor	C120	199	31-6119-00-XXX-1	99-000			-	
Counselor <i>DISCRETIONARY</i>	C120	211	31-6119-00-XXX-1	30-000		1.00	1.00	
		167	31-6119-00-XXX-8	22-000	25.0%			
		199	31-6119-00-XXX-8	99-000	50.0%			
Lead Counselor	C121	199	31-6119-00-XXX-1	99-000	1.00	1.00	-	
		211	31-6119-45-XXX-1	30-000			-	
Nurse	C150	199	33-6119-00-XXX-1	99-000	1.00	1.00	-	
Digital Teacher Librarian	C181	199	12-6119-00-XXX-1	99-000			-	
Social Worker Title I <i>DISCRETIONARY</i>	C185	211	32-6119-00-XXX-1	30-000	1.00		(1.00)	
Athletic Trainer	C215	199	36-6119-00-XXX-1	91-000			-	
Coordinator, Programs I	C224	489	13-6119-00-XXX-1	99-000			-	
Coordinator, Testing	C381	199	23-6119-00-XXX-1	99-000	1.00		(1.00)	
Coordinator, Science	C38E	489	23-6119-00-XXX-1	99-000			-	
Coordinator, Operations (<i>Flexible</i>)	C394	199	23-6119-00-XXX-1	99-000		1.00	1.00	
Coordinator, Admin & Enrichment	C392	199	23-6119-00-XXX-1	99-SAF			-	
College Bound Advisor	C685	198	31-6119-57-XXX-1	99-008	1.00	1.00	-	
Family & Comm Engagement Specialist	C688	199	61-6119-00-XXX-1	99-000	0.50	0.50	-	
Instructional Coach	C636	208	13-6119-01-XXX-X	30-000			-	
Parent Instructional Advisor	C689	208	61-6119-00-XXX-X	30-000			-	
STEAM Coach	C63F	208	13-6119-00-XXX-X	30-000			-	
Trinity Admin Intern	C698	249	23-6119-00-XXX-X	99-000			-	
		496	23-6119-00-XXX-X	99-000			-	
ADMINISTRATIVE SUPPORT						8.16	7.83	(0.33)
PARAPROFESSIONALS								
Instructional Assistant, Library	I104	211	12-6129-36-XXX-1	30-000			-	
Instructional Assistant, PE	I105	199	11-6129-00-XXX-1	11-000			-	
Instr Assist, Title I <i>SUPPLEMENTAL</i>	I108	211	11-6129-00-XXX-1	30-000			-	
Instr Assistant, Bilingual (Incl <i>SUPPL</i>)	I101	163	11-6129-XX-XXX-1	25-000			-	
Instructional Assistant, General	I115	19x	11-6129-00-XXX-1	11-000			-	



Staff Allocations
SPECIAL ACADEMIC CAMPUSES

19-20
Snapshot

022 Travis ECHS

Student Membership	399	398	406	8
Bilingual		5	-	(5)
Special Ed Self-Contained		-	-	-
	1882			
ADMIN		8.16	7.83	(0.33)
PARA		5.00	5.00	-
TEACHERS		18.50	19.50	1.00

GRAND TOTAL 31.66 32.33 0.67

TITLE	JOB CODE	FUND	BUDGET CODE		SPLIT FUND %	2019-2020	2020-2021	VARIANCE
Instructional Assistant, Sp Ed- GEC	I121	168	11-6129-00-XXX-	1 23-000				-
Instructional Assistant, Sp Ed- PPCD	I126	168	11-6129-00-XXX-	1 33-000				-
Secretary, ELEM	S131	199	23-6129-00-XXX-	1 99-000				-
Secretary, HS	S133	199	23-6129-00-XXX-	1 99-000		1.00	1.00	-
Secretary, Coun HS	S151	199	23-6129-00-XXX-	1 99-000		1.00	1.00	-
Clerk, Data Entry	S219	199	23-6129-00-XXX-	1 99-000		1.00	1.00	-
Clerk, Operations Support (Flexible)	S21F	19x	23-6129-00-XXX-	1 99-000	1882		1.00	1.00
		489	23-6129-00-XXX-	X 99-000		1.00		(1.00)
Clerk, Textbook	S231	199	12-6129-00-XXX-	1 99-000				-
Clerk, Sp Ed MS/RS (Sp Ed)	S232	224	31-6129-00-XXX-	1 23-000				-
High School Completion Specialist	S51R	19X	23-6129-00-XXX-	1 99-0XX				-
Parent & Family Support Liaison	S55F	199	61-6129-00-XXX-	1 99-000				-
Registrar	S605	199	23-6129-00-XXX-	1 99-000		1.00	1.00	-
PARAPROFESSIONALS						5.00	5.00	-
TEACHERS								
Teacher, Kinder REG	1021	199	11-6119-00-XXX-	1 11-000				-
Teacher, 1st REG	1111	199	11-6119-00-XXX-	1 11-000				-
Teacher, 2nd REG	1221	199	11-6119-00-XXX-	1 11-000				-
Teacher, 3rd REG	1331	199	11-6119-00-XXX-	1 11-000				-
Teacher, 4th REG	1441	199	11-6119-00-XXX-	1 11-000				-
Teacher, 5th REG	1551	199	11-6119-00-XXX-	1 11-000				-
Teacher, 6th REG	1661	199	11-6119-00-XXX-	1 11-000				-
Teacher, 7th REG	1771	199	11-6119-00-XXX-	1 11-000				-
Teacher, 8th REG	1881	199	11-6119-00-XXX-	1 11-000				-
Teacher, PE	1931	199	11-6119-00-XXX-	1 11-000				-
Teacher, ESL	1961	164	11-6119-00-XXX-	1 30-000				-
Teacher, HS	2XXX	199	11-6119-00-XXX-	1 11-000	406	15.00	16.00	1.00
Teacher, Career & Technology	3XXX	167	11-6119-00-XXX-	1 22-000				-
Teacher, LOTC	2571	19X	11-6119-00-XXX-	1 11-0XX				-
Teacher, Art	2601	199	11-6119-00-XXX-	1 11-000		1.00	1.00	-
Teacher, Choral	19XX	199	11-6119-00-XXX-	1 11-000				-
Teacher, Theatre	1915	199	11-6119-00-XXX-	1 11-000				-
Teacher, Choral	2604	199	11-6119-00-XXX-	1 11-000				-
Teacher, Dance	2605	199	11-6119-00-XXX-	1 11-000				-
Teacher, Orchesta	2607	199	11-6119-00-XXX-	1 11-000				-
Teacher, Sp Ed- GEC	4001	168	11-6119-00-XXX-	1 23-000		0.50	0.50	-
Teacher, GEC Dyslexia	4013	164	11-6119-00-XXX-	1 30-000	0.46%			-
	4013	168	11-6119-00-XXX-	1 23-000	0.54%			-
Teacher, SUPPLEMENTAL	2XXX	164	11-6119-00-XXX-	1 30-000		2.00		(2.00)
Teacher, SUPPLEMENTAL	2XXX	19x	11-6119-00-XXX-	1 11-000	Fd 199		2.00	2.00
TEACHERS						18.50	19.50	1.00
GRAND TOTAL						31.66	32.33	0.67

San Antonio Independent School District 2020-2021



Staff Allocations
SPECIAL ACADEMIC CAMPUSES

19-20
Snapshot

025 St. Philips ECHS

Student Membership	309	347	332	(15)
Bilingual		7	-	(7)
Special Ed Self-Contained		-	-	-
	1882			
ADMIN		7.16	7.83	0.67
PARA		4.00	4.00	-
TEACHERS		15.50	15.50	-

GRAND TOTAL 26.66 27.33 0.67

TITLE	JOB CODE	FUND	BUDGET CODE	SPLIT FUND %	2019-2020	2020-2021	VARIANCE	
ADMINISTRATIVE SUPPORT								
Principal, Sp School	C104	199	23-6119-00-XXX- 1	99-000	1.00	1.00	-	
Principal, Network	C10L	199	23-6119-00-XXX- 1	99-000			-	
Associate Principal, HS	C108	199	23-6119-00-XXX- 1	99-000			-	
Associate Principal, ES	C10G	199	23-6119-00-XXX- 1	99-000			-	
Associate Principal, Network	C10N	19x	23-6119-00-XXX- 1	99-000			-	
		489	23-6119-00-XXX- X	99-000	0.33	0.33	-	
Assistant Principal	C111	199	23-6119-00-XXX- 1	99-000			-	
	C111	208	23-6119-00-XXX- X	99-00X			-	
Assistant Principal, <i>SUPPL</i>	C111	199	23-6119-00-XXX- 1	99-000			-	
Assistant Principal, Sp School	C114	199	23-6119-00-XXX- 1	99-000	1.00	1.00	-	
Sr Coordinator, Operations Network	C201	19x	23-6119-00-XXX- 1	99-000	1882		-	
		489	23-6119-01-XXX- X	99-000	0.33		(0.33)	
Counselor	C120	199	31-6119-00-XXX- 1	99-000			-	
Counselor <i>DISCRETIONARY</i>	C120	211	31-6119-00-XXX- 1	30-000			-	
		167	31-6119-00-XXX- 8	22-000	25.0%			
		199	31-6119-00-XXX- 8	99-000	50.0%			
Lead Counselor	C121	199	31-6119-00-XXX- 1	99-000	1.00	1.00	-	
		211	31-6119-45-XXX- 1	30-000			-	
Nurse	C150	199	33-6119-00-XXX- 1	99-000	1.00	1.00	-	
Digital Teacher Librarian	C181	199	12-6119-00-XXX- 1	99-000			-	
Social Worker Title I <i>DISCRETIONARY</i>	C185	211	32-6119-00-XXX- 1	30-000			-	
Athletic Trainer	C215	199	36-6119-00-XXX- 1	91-000			-	
Coordinator, Programs I	C224	489	13-6119-00-XXX- 1	99-000			-	
Coordinator, Testing	C381	199	23-6119-00-XXX- 1	99-000			-	
Coordinator, Science	C38E	489	23-6119-00-XXX- 1	99-000			-	
Coordinator, Operations (<i>Flexible</i>)	C394	199	23-6119-00-XXX- 1	99-000	1.00	1.00	-	
Coordinator, Admin & Enrichment	C392	199	23-6119-00-XXX- 1	99-SAF			-	
College Bound Advisor	C685	198	31-6119-57-XXX- 1	99-008	1.00	1.00	-	
Family & Comm Engagement Specialist	C688	199	61-6119-00-XXX- 1	99-000	0.50	0.50	-	
Instructional Coach	C636	208	13-6119-01-XXX- X	30-000			-	
Parent Instructional Advisor	C689	208	61-6119-00-XXX- X	30-000			-	
STEAM Coach	C63F	208	13-6119-00-XXX- X	30-000			-	
Trinity Admin Intern	C698	249	23-6119-00-XXX- X	99-000	82.0%	0.82	0.82	
		496	23-6119-00-XXX- X	99-000	18.0%	0.18	0.18	
ADMINISTRATIVE SUPPORT						7.16	7.83	0.67
PARAPROFESSIONALS								
Instructional Assistant, Library	I104	211	12-6129-36-XXX- 1	30-000			-	
Instructional Assistant, PE	I105	199	11-6129-00-XXX- 1	11-000			-	
Instr Assist, Title I <i>SUPPLEMENTAL</i>	I108	211	11-6129-00-XXX- 1	30-000			-	
Instr Assistant, Bilingual (<i>Incl SUPPL</i>)	I101	163	11-6129-XX-XXX- 1	25-000			-	
Instructional Assistant, General	I115	19x	11-6129-00-XXX- 1	11-000			-	
Instructional Assistant, Sp Ed- GEC	I121	168	11-6129-00-XXX- 1	23-000			-	



Student Membership	309	347	332	(15)
Bilingual		7	-	(7)
Special Ed Self-Contained		-	-	-
	1882			
ADMIN		7.16	7.83	0.67
PARA		4.00	4.00	-
TEACHERS		15.50	15.50	-

GRAND TOTAL 26.66 27.33 0.67

TITLE	JOB CODE	FUND	BUDGET CODE		SPLIT FUND %	2019-2020	2020-2021	VARIANCE
Instructional Assistant, Sp Ed- PPCD	I126	168	11-6129-00-XXX-	1 33-000				-
Secretary, ELEM	S131	199	23-6129-00-XXX-	1 99-000				-
Secretary, HS	S133	199	23-6129-00-XXX-	1 99-000		1.00	1.00	-
Secretary, Coun HS	S151	199	23-6129-00-XXX-	1 99-000				-
Clerk, Data Entry	S219	199	23-6129-00-XXX-	1 99-000		1.00	1.00	-
Clerk, Operations Support (Flexible)	S21F	19x	23-6129-00-XXX-	1 99-000	1882		1.00	1.00
		489	23-6129-00-XXX-	X 99-000		1.00		(1.00)
Clerk, Textbook	S231	199	12-6129-00-XXX-	1 99-000				-
Clerk, Sp Ed MS/RS (Sp Ed)	S232	224	31-6129-00-XXX-	1 23-000				-
High School Completion Specialist	S51R	19X	23-6129-00-XXX-	1 99-0XX				-
Parent & Family Support Liaison	S55F	199	61-6129-00-XXX-	1 99-000				-
Registrar	S605	199	23-6129-00-XXX-	1 99-000		1.00	1.00	-
PARAPROFESSIONALS			SUBTOTAL			4.00	4.00	-
TEACHERS								
Teacher, Kinder REG	1021	199	11-6119-00-XXX-	1 11-000				-
Teacher, 1st REG	1111	199	11-6119-00-XXX-	1 11-000				-
Teacher, 2nd REG	1221	199	11-6119-00-XXX-	1 11-000				-
Teacher, 3rd REG	1331	199	11-6119-00-XXX-	1 11-000				-
Teacher, 4th REG	1441	199	11-6119-00-XXX-	1 11-000				-
Teacher, 5th REG	1551	199	11-6119-00-XXX-	1 11-000				-
Teacher, 6th REG	1661	199	11-6119-00-XXX-	1 11-000				-
Teacher, 7th REG	1771	199	11-6119-00-XXX-	1 11-000				-
Teacher, 8th REG	1881	199	11-6119-00-XXX-	1 11-000				-
Teacher, PE	1931	199	11-6119-00-XXX-	1 11-000				-
Teacher, ESL	1961	164	11-6119-00-XXX-	1 30-000				-
Teacher, HS	2XXX	199	11-6119-00-XXX-	1 11-000	332	14.00	14.00	-
Teacher, Career & Technology	3XXX	167	11-6119-00-XXX-	1 22-000				-
Teacher, LOTC	2571	19X	11-6119-00-XXX-	1 11-0XX				-
Teacher, Art	2601	199	11-6119-00-XXX-	1 11-000				-
Teacher, Choral	19XX	199	11-6119-00-XXX-	1 11-000				-
Teacher, Theatre	1915	199	11-6119-00-XXX-	1 11-000				-
Teacher, Choral	2604	199	11-6119-00-XXX-	1 11-000				-
Teacher, Dance	2605	199	11-6119-00-XXX-	1 11-000				-
Teacher, Orchestra	2607	199	11-6119-00-XXX-	1 11-000				-
Teacher, Sp Ed- GEC	4001	168	11-6119-00-XXX-	1 23-000		0.50	0.50	-
Teacher, GEC Dyslexia	4013	164	11-6119-00-XXX-	1 30-000	0.46%			-
	4013	168	11-6119-00-XXX-	1 23-000	0.54%			-
Teacher, SUPPLEMENTAL	2XXX	164	11-6119-00-XXX-	1 30-000		1.00		(1.00)
Teacher, SUPPLEMENTAL	2XXX	19x	11-6119-00-XXX-	1 11-000	Fd 199		1.00	1.00
TEACHERS			SUBTOTAL			15.50	15.50	-
GRAND TOTAL						26.66	27.33	0.67



Student Membership	437	409	453	44
Bilingual		31	-	(31)
Special Ed Self-Contained		-	-	-
	1882			
ADMIN	8.92	8.92	8.51	(0.41)
PARA	5.70	5.70	5.69	(0.01)
TEACHERS	25.34	25.34	27.00	1.66

GRAND TOTAL 39.96 41.20 1.24

TITLE	JOB CODE	FUND	BUDGET CODE	SPLIT FUND %	2019-2020	2020-2021	VARIANCE	
ADMINISTRATIVE SUPPORT								
Principal, Sp School	C104	199	23-6119-00-XXX- 1 99-000		1.00	1.00	-	
Associate Principal	C108	199	23-6119-00-XXX- 1 99-000		1.00	1.00	-	
Associate Principal, Network	C10N	489	23-6119-00-XXX- X 99-000		0.34	0.34	-	
Principal, Network	C10L	199	23-6119-00-XXX- 1 99-000				-	
Assistant Principal, HS	C111	199	23-6119-00-XXX- 1 99-000				-	
<i>Assistant Principal, HS (Suppl) (1882)</i>	<i>C111</i>	<i>196</i>	<i>23-6119-00-XXX- 1 99-000</i>				-	
Assistant Principal, Sp School	C114	199	23-6119-00-XXX- 1 99-000				-	
Counselor	C120	199	31-6119-00-XXX- 1 99-000		1.00	1.00	-	
Lead Counselor	C121	199	31-6119-00-XXX- 1 99-000				-	
		211	31-6119-45-XXX- 1 30-000		1.00	1.00	-	
Nurse	C150	199	33-6119-00-XXX- 1 99-000		0.50	0.33	(0.17)	
Digital Teacher Librarian	C181	199	12-6119-00-XXX- 1 99-000		0.50	0.50	-	
<i>Digital Teacher Librarian 1882</i>	<i>C181</i>	<i>196</i>	<i>12-6119-00-XXX- 1 99-000</i>				-	
Behavior Instructional Specialist	C731	196	11-6119-00-XXX- 1 11-000				-	
<i>Sr Coordinator, Operations Network</i>	<i>C201</i>	<i>19X</i>	<i>23-6119-00-XXX- 1 99-000</i>	1882			-	
		489	23-6119-01-XXX- X 99-000		0.34		(0.34)	
Athletic Trainer	C215	199	36-6119-00-XXX- 1 91-000		0.34	0.34	-	
Coordinator, Operations (Flexible)	C394	199	23-6119-00-XXX- 1 99-000		1.00	1.00	-	
<i>Coordinator, Mentor (CAST) (1882)</i>	<i>C393</i>	<i>196</i>	<i>23-6119-00-XXX- 1 99-000</i>				-	
<i>Coordinator, P-Tech (HS Magnet)</i>	<i>C389</i>	<i>199</i>	<i>13-6119-00-XXX- 1 99-000</i>			1.00	1.00	
		244	13-6119-00-XXX- X 22-000		0.75		(0.75)	
		429	13-6119-00-XXX- X 99-000	30K only	0.25		(0.25)	
<i>College Bound Advisor</i>	<i>C685</i>	<i>198</i>	<i>31-6119-57-XXX- 1 99-008</i>		0.40	0.50	0.10	
<i>Trinity Admin Intern</i>	<i>C698</i>	<i>249</i>	<i>23-6119-00-XXX- X 99-000</i>				-	
	<i>C698</i>	<i>496</i>	<i>23-6119-00-XXX- X 99-000</i>				-	
	<i>C698</i>	<i>199</i>	<i>23-6119-00-XXX- 1 99-000</i>				-	
<i>Trinity Resident Intern (Suppl) (1882)</i>	<i>C699</i>	<i>196</i>	<i>11-6119-21-XXX- 1 11-000</i>				-	
	<i>C699</i>	<i>496</i>	<i>11-6119-00-XXX- X 11-000</i>				-	
<i>Instructional Coach (Suppl) (1882)</i>	<i>C636</i>	<i>196</i>	<i>13-6119-00-XXX- 1 99-000</i>				-	
<i>Instructional Coach</i>	<i>C636</i>	<i>211</i>	<i>13-6119-44-XXX- 1 30-000</i>				-	
<i>Instructional Coach</i>	<i>C636</i>	<i>496</i>	<i>13-6119-44-XXX- X 99-017</i>				-	
Family & Comm Engagement Specialist	C688	199	61-6119-00-XXX- 1 99-000		0.50	0.50	-	
ADMINISTRATIVE SUPPORT						8.92	8.51	(0.41)
PARAPROFESSIONALS								
Instructional Assistant, Library	I104	211	12-6129-36-XXX- 1 30-000		0.50	0.50	-	
Instructional Assistant, PE	I105	199	11-6129-00-XXX- 1 11-000				-	
Instr Assistant, Mariachi	I998	199	11-6129-00-XXX- 1 11-000		1.00	0.66	(0.34)	
Instr Assistant, General	I115	196	11-6129-00-XXX- 1 11-000				-	
<i>Instr Assistant, Pre-K</i>	<i>I117</i>	<i>164</i>	<i>11-6129-35-XXX- 1 34-000</i>				-	
Instructional Assistant, Sp Ed- GEC	I121	168	11-6129-00-XXX- 1 23-000				-	
Secretary, HS	S133	199	23-6129-00-XXX- 1 99-000		1.00	1.00	-	
Clerk, Data Entry	S219	199	23-6129-00-XXX- 1 99-000		1.00	1.00	-	
Clerk, Operations Support (Flexible)	S21F	19X	23-6129-00-XXX- 1 99-000	1882		1.00	1.00	
		489	23-6129-00-XXX- X 99-000		1.00		(1.00)	



19-20
Snapshot

Student Membership	437	409	453	44
Bilingual		31	-	(31)
Special Ed Self-Contained		-	-	-
	1882			
ADMIN		8.92	8.51	(0.41)
PARA		5.70	5.69	(0.01)
TEACHERS		25.34	27.00	1.66

GRAND TOTAL 39.96 41.20 1.24

TITLE	JOB CODE	FUND	BUDGET CODE		SPLIT FUND %	2019-2020	2020-2021	VARIANCE
Clerk, Sp Ed MS/RS (Sp Ed)	S232	224	31-6129-00-XXX-	1 23-000		0.20	0.20	-
LVN	S533	199	33-6129-00-XXX-	1 99-000			0.33	0.33
Registrar	S605	199	23-6129-00-XXX-	1 99-000		1.00	1.00	-
PARAPROFESSIONALS			SUBTOTAL			5.70	5.69	(0.01)
TEACHERS								
Teacher, Pre-K REG	1011	199	11-6119-00-XXX-	1 32-000				-
Teacher, Pre-K REG	1011	211	11-6119-38-XXX-	1 32-000				-
Teacher, Pre-K BIL	1019	163	11-6119-00-XXX-	1 32-000				-
Teacher, Pre-K BIL	1019	211	11-6119-37-XXX-	1 32-000				-
Teacher, Kinder REG	1021	199	11-6119-00-XXX-	1 11-000				-
Teacher, Kinder BIL	1029	163	11-6119-00-XXX-	1 11-000				-
Teacher, 1st REG	1111	199	11-6119-00-XXX-	1 11-000				-
Teacher, 1st BIL	1119	163	11-6119-00-XXX-	1 11-000				-
Teacher, 2nd REG	1221	199	11-6119-00-XXX-	1 11-000				-
Teacher, 2nd BIL	1229	163	11-6119-00-XXX-	1 11-000				-
Teacher, 3rd REG	1331	199	11-6119-00-XXX-	1 11-000				-
Teacher, 3rd BIL	1339	163	11-6119-00-XXX-	1 11-000				-
Teacher, 4th REG	1441	199	11-6119-00-XXX-	1 11-000				-
Teacher, 4th BIL	1449	163	11-6119-00-XXX-	1 11-000				-
Teacher, 5th REG	1551	199	11-6119-00-XXX-	1 11-000				-
Teacher, 5th BIL	1559	163	11-6119-00-XXX-	1 11-000				-
Teacher, 6th REG	1661	199	11-6119-00-XXX-	1 11-000				-
Teacher, 6th BIL	1669	163	11-6119-00-XXX-	1 11-000				-
Teacher, 7th REG	1771	199	11-6119-00-XXX-	1 11-000				-
Teacher, 7th BIL	1779	163	11-6119-00-XXX-	1 11-000				-
Teacher, 8th REG	1881	199	11-6119-00-XXX-	1 11-000				-
Teacher, 8th BIL	1889	163	11-6119-00-XXX-	1 11-000				-
Teacher, PE	1931	199	11-6119-00-XXX-	1 11-000		1.00		(1.00)
Teacher, Choral Music	1911	199	11-6119-00-XXX-	1 11-000				-
Teacher, Theater	1915	199	11-6119-00-XXX-	1 11-000				-
Teacher, Art	2601	199	11-6119-00-XXX-	1 11-000		1.00	1.00	-
Teacher, Band	2602	199	11-6119-00-XXX-	1 11-000			0.33	0.33
Teacher, Dance	2605	199	11-6119-00-XXX-	1 11-000		1.00	0.33	(0.67)
Teacher, HS	2XXX	199	11-6119-00-XXX-	1 11-000	453	12.00	15.00	3.00
Teacher, Career & Technology	3XXX	167	11-6119-00-XXX-	1 22-000		5.00	5.00	-
Teacher, English/ESL	2102	164	11-6119-00-XXX-	1 30-000				-
Teacher, Athletic Coordinator	2500	199	11-6119-00-XXX-	1 11-000		0.34	0.34	-
Teacher, SUPPLEMENTAL	2XXX	164	11-6119-00-XXX-	1 30-000		2.00		(2.00)
Teacher, SUPPLEMENTAL	2XXX	19X	11-6119-00-XXX-	1 11-000	Fd 199	2.00	4.00	2.00
Teacher, Sp Ed- GEC	4001	168	11-6119-00-XXX-	1 23-000		1.00	1.00	-
TEACHERS			SUBTOTAL			25.34	27.00	1.66
GRAND TOTAL						39.96	41.20	1.24

Discussion and Possible Action on the Approval of Alamo Collegiate Network use of San Antonio ISD Asynchronous Learning Plan as Required by the Texas Education Agency

Presented to the Alamo Collegiate Network Board for approval on October 6, 2020

MINUTE ORDER:

“The Alamo Collegiate Network Board hereby approves the use of the San Antonio ISD Asynchronous Learning Plan by all Alamo Collegiate Network campuses as required by the Texas Education Agency.”

PURPOSE:

The purpose of the request is to review and approve that Alamo Collegiate Network campuses can use the San Antonio ISD Asynchronous Learning Plan as required by TEA.

BACKGROUND:

During the Covid-19 pandemic and increased distancing requirements imposed on K-12 institutions by health authorities, the Texas Education Agency has required all K-12 institutions to define methods of instruction, time allocations for instructional engagement, and resources utilized during remote instruction. K-12 institutions were requested to define their plans as “Synchronous”, meaning instruction happens virtually in real time, or “Asynchronous”, where learning may be presented in multiple formats including virtually real time interaction between students and teachers as well as various other remote instructional formats.

SAISD developed an Asynchronous Learning Plan in accordance with TEA guidelines and expectations which will be utilized at all of the ACN partner campuses.

ATTACHMENTS:

San Antonio ISD 2020-2021 Asynchronous Learning Plan
Asynchronous Learning Plan Submission confirmation from TEA

Dr. Mike Flores
Board Chairman

Date



Asynchronous Continuity Plan

San Antonio Independent School District

Asynchronous Plan Open Response – San Antonio ISD

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.

<input type="checkbox"/> PK 3/4	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 8
<input checked="" type="checkbox"/> PK	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 9
<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 10
<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 11
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 12



OFFICE OF ACADEMICS

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

SAISD will continue providing rigorous, TEKS-based instruction to all students through an instructional model that intentionally blends remote asynchronous instruction on Canvas with synchronous touchpoints via Zoom. We know that the events around the COVID-19 pandemic make this a challenging year, but the District has taken a comprehensive and thoughtful approach to ensuring all teachers are prepared to address the socio-emotional needs of our students and deliver high-quality, rigorous remote instruction while keeping student academic progress as a priority. SAISD has incorporated survey feedback from teachers, [parents](#) and students to make numerous adjustments and modify our asynchronous instructional plan.

The [SAISD 2020-21 Academic and Instructional Continuity Plan](#) and the [Digital Learning Plan: A Guide to Lesson Design for the Digital Environment](#) provides further details that include academic plans by grade level, instructional schedules, instructional materials, digital lesson design, professional development, and explicit communication and support for teachers to support students in the remote learning environment.

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	<p>Student schedules are determined by an estimated time duration per subject in the elementary and designated time blocks of instruction in middle school and high school.</p> <p>During the day, students will have access to all activities and complete self-paced assignments independently and in the order in which they prefer. The student will complete and turn in assignments using the Canvas Learning Management System. Teachers can track student login time and assignment completions via Canvas and can tailor pacing and content for students based on their individual progress and/or areas where students may require additional practice or support. Daily synchronous sessions will include direct instruction through mini lessons for each content area, small group instruction and interventions. The teacher will schedule one-on-one tutorials and intervention time as needed. The synchronous lessons will be recorded for students to access later as needed. Teacher office hours will allow for students to receive socio-emotional and academic support with independent assignments.</p> <p>Teachers will provide additional academic and socio-emotional support for special education, dual language, ESL, GT, instructional and related services during the small group, intervention, and office hours times.</p> <p>For students without internet or computer access at home, there will be a non-digital, paper-based version of instructional content, assessments and supports in all content areas. Paper-based instructional content will be equivalent to the amount of academic content in a regular, on-campus school day. Students completing paper-based instructional content will follow an asynchronous schedule that meets or exceeds the minimum state requirement and receive synchronous touchpoints via phone call.</p>

What are the expectations for daily student interaction with academic content?

Students are expected to engage in academic work that is equivalent to direct content work that a student would be engaged in over a normal school year. SAISD instructional minute recommendations represented below exceed the TEA recommended average daily minimums of 180 minutes for PK-5 and 240 minutes for 6-12:

SAISD Elementary Daily Recommended Instructional Engagement							
Grades	PreK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Subject	Synchronous Time (Zoom Sessions)						
Morning Message	15	15	15	15	15	15	15
Literacy	40	35/55	45	45	45	45	45
Math	20	35	35	35	35	35	35
Science/Social Studies	--	--	--	--	25	25	25
Small Group (Literacy/Math)	40	60	60	60	60	60	60
Synchronous Minutes	115	145/165	155	155	180	180	180
Subject	Asynchronous Time (Canvas Activities)						
Literacy	20	40/20	30	30	30	30	30
Math	20	30	30	30	30	25	25
Science/Social Studies	40	50	50	50	25	20	20
Health, PE & Electives	--	90	90	90	90	90	90
Music and Movement, Dental Hygiene / Wellness / Nutrition, Gross Motor Play, Social Emotional Learning	100	--	--	--	--	--	--
Asynchronous Minutes	180	210/190	200	200	175	175	175
Total Instructional Minutes	295	355	355	355	355	355	355

What are the expectations for daily student interaction with academic content?

SAISD Middle School Daily Recommended Instructional Engagement			
Instructional Minutes	4 Period Blocks 90 minutes per class	7 Periods 50 minutes per class	8 Periods 45 minutes per class
Synchronous Time			
Morning Message	15	15	15
Recommended Synchronous	120 30 minutes per class	140 20 minutes per class	160 20 minutes per class
Student Academic Support	30	40	30
Total Synchronous Minutes	165	195	205
Asynchronous Time			
Recommended Asynchronous Minutes	240	210	200
Total Instructional Minutes	405	405	405

SAISD High School School Daily Recommended Instructional Engagement		
Instructional Minutes	8 Periods 45 minutes per class	4 Period Blocks 90 minutes per class
Synchronous Time		
Recommended Synchronous	160 20 minutes per class	120 30 minutes per class
Student Academic Support	45	45
Total Synchronous Minutes	205	165
Asynchronous Time		
Recommended Asynchronous Minutes	200	240
Total Instructional Minutes	405	405

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?

Daily instruction for core subjects (excluding Fine Arts / Electives / PE) is approximately equivalent to a full day of academic content on-campus, as detailed in the recommended instructional engagement schedules above.

To achieve instructional alignment, students are expected to engage in the scheduled content **asynchronously and synchronously** for the following times daily:

- PK: 295 minutes
- K-5: 355 minutes
- Middle School: 405 minutes
- High School: 405 minutes

In these totals, small group instruction for students needing support is included.

Students will complete **asynchronous and synchronous** learning in accordance with the minutes described in the schedules above. Instruction and activities will be completed primarily asynchronously with students also receiving direct synchronous instruction and support through small group instruction, interventions, and teacher office hours. Parent input from Parent Feedback Surveys was considered in the determination of instructional minutes.

What are the expectations for teacher/student interactions?

Teachers are expected to engage with students daily by providing multiple forms of consistent feedback through Canvas during asynchronous instruction. Teachers and students will also interact daily during synchronous instruction. Students will receive a daily morning message, present their assignments, ask questions, engage in direct instruction, etc. during synchronous time.

Additionally, students will interact with teachers and peers daily during small group instruction and interventions/enrichment via Zoom. Teachers will notify students and parents of their small group instruction schedule and if students are required to attend other forms of interactive intervention, such as one-on-one tutoring sessions.

Finally, teachers will establish time for daily open office hours where they will meet with students or answer student questions. Attending office hours is not mandatory for students; students may determine if they choose to attend.

How will teacher/student interactions be differentiated for students with additional learning needs?

Teachers will provide differentiated instruction via research-based best practices utilized during instruction in the same manner as they receive this support and intervention during in-person instruction, in addition to practices best suited to remote instruction. Teachers will embed Differentiated Instruction strategies and accommodations into lesson planning for both asynchronous and synchronous learning.

During remote learning, content may be differentiated, just as it is for in-person instruction. Teachers will provide instruction in alignment with student needs, individual interests, and abilities, whenever possible. This allows students the opportunity to select topics of interest within a category. Teachers may create opportunities for students seeking additional extension and challenge to access advanced resources. This may include accelerated instruction or gifted and talented program content. Just as a word wall serves as a content support in the physical classroom, students engaging in remote learning will benefit from the provision of word banks or personalized dictionaries. For students with modifications noted in the IEP, the case manager will collaborate with the teacher of record to ensure that all materials for instruction and

How will teacher/student interactions be differentiated for students with additional learning needs?

assessment are aligned with the student's individual needs.

Learning processes may be differentiated based upon student needs, such as providing instruction via a variety of options to include synchronous direct instruction or through a blended model including flipped video instruction followed by small group or individual video conferencing. Struggling students may require additional time, pre-teaching and re-teaching, or presentation in a variety of modes that are aligned to the student's learning style and preferences. Teachers may develop learning modules that afford students the opportunity to self-select the order in which they will complete tasks or to select from a choice board. The provision and utilization of graphic organizers and supplemental aids can further assist students in acquiring and retaining new knowledge, as well as assisting in their recall and demonstration of their learning.

Teachers may provide students with an opportunity to differentiate their products by providing choices for demonstration of learning, to include written text/essay, development of a slide deck, recorded spoken word, uploading of artifacts demonstrating models, or video representations. Integration and carry-through of strategies utilized during the learning process should continue through the product development and learning demonstration stage. Again, providing choice facilitates higher levels of engagement, which leads to greater learning.

For students requiring differentiation in their learning environment, the teacher may provide instruction in a variety of formats, to include whole group, small group, and individual instruction via video conferencing or phone calls. This may require strategic grouping of students for different purposes. Teachers may need to provide students with guidance on the development and maintenance of a good learning setup in their home or workspace. Students may need access to fidgets in order to maintain attention. Additionally, the integration of both physical and mental breaks is essential to student readiness to learn.

For **students receiving support via §504 or Special Education**, services will continue to be provided in alignment with the IAP/IEP. Case managers will collaborate with instructors to ensure that student needs are being met and that teachers have access to any tools, resources, or training necessary to provide differentiated instruction.

The selection of students to participate in small group intervention sessions is based on student need, assessment data, and progress markers in Canvas.

- Markers in Canvas (submitted assignments, quizzes, work logs, digital journal entries, etc.) will serve as a diagnostic tool for teachers to identify students who need more 1:1 support
- Teachers will meet with students for 1:1 check-in if they notice progress on Canvas is insufficient, or if a student is engaging but struggling to make progress
- Small group intervention sessions are conducted synchronously over video conferencing (Zoom)

Students with disabilities and students of special populations will have access to additional accommodations in the instructional materials. ELs will also have access to instructional and linguistic accommodations. For higher needs, students have more teacher touch points (longer and more frequent) and access to additional tools and accommodations within Canvas. Students have the opportunity for personalized support during designated office hours.

Homebound services will be available to students using our asynchronous model. The plan will be tailored to meet their individual §504 plan

or IEP.

Teachers will provide immediate feedback and/or a lesson re-teach to clear any misconceptions and support students in mastering essential grade levels skills. Direct instruction will be delivered by teachers during synchronous daily touchpoints, these will be recorded for students to access at a later time as needed. Students will know how and when they can interact with their teachers based on their daily schedule.

How will teacher/student interactions be differentiated for students with additional learning needs?

For a complete collection of sample Instructional Schedules by grade level including dual language click on the [SAISD Academic and Instructional Continuity Plan](#).

Sample Instructional Schedule Color Coding	
Synchronous Instruction	During synchronous instructional times, teachers are meeting with all students live via approved digital platforms such as Zoom. Teachers utilize this time to provide direct instruction according to the instructional frameworks and to provide instructions and check for student understanding. As regular practice, teachers will record synchronous instruction sessions and post for students to view who missed the session, or for students to review if needed.
Asynchronous Instruction	During asynchronous instructional times, teachers are providing asynchronous instruction to all students via the learning management system, Canvas, utilizing any of the approved instructional resources and applications.
Asynchronous/ Synchronous Instruction	During asynchronous/synchronous instructional times, teachers are primarily providing asynchronous instruction to all students via the learning management system, Canvas, utilizing any of the approved instructional resources and applications. There are opportunities within this time to provide synchronous instruction, but it is recommended that in a 45-minute secondary class period, synchronous time does not exceed 20 minutes, and in a 90-minute class period, synchronous time does not exceed 30 minutes.
Small Group Instruction & Student Academic Support	During small group instruction or student academic support, teachers are targeting specific students for synchronous engagement based on data, to reteach, review, or provide additional support. This time is synchronous for some students, but not all, and serves as time in which additional support, enrichment, oral language development (ELD), services for students with disabilities, and gifted and talented services are provided. At the elementary and middle grades, all students may engage in approved adaptive intervention programs.
Teacher Preparation	This time is designated for department meetings, professional learning networks, teacher planning, and office hours.

How will teacher/student interactions be differentiated for students with additional learning needs?

Pre-K



<u>SAMPLE Schedule - Pre-Kindergarten</u>		Synchronous	Asynchronous	Small Group	
	M	T	W	Th	F
8:00-8:15	BREAKFAST/ATTENDANCE RECONCILIATION				
8:15-8:35	MORNING MESSAGE Greeting Circle and SEL Activities				
8:35-8:55	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language
8:55-9:15	Mathematics Read Aloud, Writing & Language	Mathematics Read Aloud, Writing & Language	Mathematics Read Aloud, Writing & Language	Mathematics Read Aloud, Writing & Language	Mathematics Read Aloud, Writing & Language
9:15-9:30	Music & Movement	Music & Movement	Music & Movement	Music & Movement	Music & Movement
9:30-9:50	Math Small Group Instruction, 1:1 Progress Monitoring, Services for Students with Disabilities				
9:50-10:10	Dental Hygiene/Wellness/Nutrition				
10:10-10:30	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language
10:30-10:50	Mathematics Read Aloud, Writing & Language	Mathematics Read Aloud, Writing & Language	Mathematics Read Aloud, Writing & Language	Mathematics Read Aloud, Writing & Language	Mathematics Read Aloud, Writing & Language
10:50-11:15	Gross Motor (Physical Development) Participate in an indoor/outdoor play-based activity				
11:15-1:00	LUNCH/QUIET TIME (NAP)/TEACHER CONFERENCE				
1:00-1:20	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language
1:20-1:40	Literacy Small Group Instruction, 1:1 Progress Monitoring, Services for Students with Disabilities				
1:40-2:00	Science Inquiry Activities	Science Inquiry Activities	Science Inquiry Activities	Science Inquiry Activities	Science Inquiry Activities
2:00-2:20	Social Studies Read Aloud, Writing & Language	Social Studies Read Aloud, Writing & Language	Social Studies Read Aloud, Writing & Language	Social Studies Read Aloud, Writing & Language	Social Studies Read Aloud, Writing & Language
2:20-2:40	Gross Motor (Physical Development) Participate in an indoor / outdoor play-based activity				
2:40-3:00	SEL Mindfulness & Snacks	SEL Mindfulness & Snacks	SEL Mindfulness & Snacks	SEL Mindfulness & Snacks	SEL Mindfulness & Snacks
3:00-3:30	OFFICE HOURS				

These are approximate times. Exact times for instructional blocks determined by each campus

How will teacher/student interactions be differentiated for students with additional learning needs?

K



SAMPLE Schedule - KINDERGARTEN		Synchronous		Asynchronous	Small Group
	M	T	W	Th	F
8:00-8:15	BREAKFAST/ATTENDANCE RECONCILIATION				
8:15-8:30	MORNING MESSAGE				
8:30-9:05 (35 min)	Literacy Read Aloud Phonics Instruction Reading Minilesson	Literacy Read Aloud Phonics Instruction Reading Minilesson	Literacy Read Aloud Phonics Instruction Reading Minilesson	Literacy Read Aloud Phonics Instruction Reading Minilesson	Literacy Read Aloud Phonics Instruction Reading Minilesson
9:05-9:45 (40 min)	Literacy Close Reading Writing TheDictado	Literacy Close Reading Writing TheDictado	Literacy Close Reading Writing TheDictado	Literacy Close Reading Writing TheDictado	Literacy Close Reading Writing TheDictado
9:45-10:00	BRAIN BREAK				
10:00-10:30 (30 min)	Literacy Small Group Instruction, Enrichment, Oral Language Development, Services for Students with Disabilities, Services for Gifted and Talented Students				
10:30-11:00 (30 min)	Health/PE, Teacher Conference Mindfulness, Nutrition, Moderate to Vigorous Physical Activity, SEL				
11:00-12:00	LUNCH/TEACHER CONFERENCE				
12:00-12:25 (25 min)	Science SE Instructional Model Scientific Investigation Language of Science	Science SE Instructional Model Scientific Investigation Language of Science	Science SE Instructional Model Scientific Investigation Language of Science	Science SE Instructional Model Scientific Investigation Language of Science	Science SE Instructional Model Scientific Investigation Language of Science
12:25-1:00 (35 min)	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop
1:00-1:30 (30 min)	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop
1:30-2:00 (30 min)	Math Small Group Instruction, Enrichment, Oral Language Development, Services for Students with Disabilities, Services for Gifted and Talented Students				
2:00-2:15	BRAIN BREAK				
2:15-2:40 (25 min)	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities
2:40-3:10	Student Elective 1/Teacher PLN				
3:10-3:40	Student Elective 2/Teacher PLN				
3:40 - 4:00	OFFICE HOURS				

These are approximate times. Exact times for instructional blocks determined by each campus



How will teacher/student interactions be differentiated for students with additional learning needs?

1-2



SAMPLE Schedule - Grade 1 & 2		Synchronous		Asynchronous	Small Group
	M	T	W	Th	F
8:00-8:15	BREAKFAST/ATTENDANCE RECONCILIATION				
8:15-8:30	MORNING MESSAGE				
8:30-9:15 (45 min)	Literacy Read Aloud Phonics Instruction Reading Minilesson	Literacy Read Aloud Phonics Instruction Reading Minilesson	Literacy Read Aloud Phonics Instruction Reading Minilesson	Literacy Read Aloud Phonics Instruction Reading Minilesson	Literacy Read Aloud Phonics Instruction Reading Minilesson
9:15-9:45 (30 min)	Literacy Close Reading Writing TheDictado	Literacy Close Reading Writing TheDictado	Literacy Close Reading Writing TheDictado	Literacy Close Reading Writing TheDictado	Literacy Close Reading Writing TheDictado
9:45-10:10	BRAIN BREAK				
10:00-10:30 (30 min)	Literacy Small Group Instruction, Enrichment, Oral Language Development, Services for Students with Disabilities, Services for Gifted and Talented Students				
10:30-11:00	Health/PE, Teacher Conference Mindfulness, Nutrition, Moderate to Vigorous Physical Activity, SEL				
11:00-12:00	LUNCH/TEACHER CONFERENCE				
12:00-12:25 (25 min)	Science 5E Instructional Model Scientific Investigation Language of Science	Science 5E Instructional Model Scientific Investigation Language of Science	Science 5E Instructional Model Scientific Investigation Language of Science	Science 5E Instructional Model Scientific Investigation Language of Science	Science 5E Instructional Model Scientific Investigation Language of Science
12:25-1:00 (35 min)	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop
1:00-1:30 (30 min)	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop
1:30-1:45	BRAIN BREAK				
1:45-2:15 (30 min)	Math Small Group Instruction, Enrichment, Oral Language Development, Services for Students with Disabilities, Services for Gifted and Talented Students				
2:15-2:40 (25 min)	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities
2:40-3:10	Student Elective 1/Teacher PLN				
3:10-3:40	Student Elective 2/Teacher PLN				
3:40 - 4:00	OFFICE HOURS				

These are approximate times. Exact times for instructional blocks determined by each campus

How will teacher/student interactions be differentiated for students with additional learning needs?

3-5

		Synchronous		Asynchronous	Small Group	
		M	T	W	Th	F
8:00-8:15	BREAKFAST/ATTENDANCE RECONCILIATION					
8:15-8:30	MORNING MESSAGE					
8:30-9:15 (45 min)	Literacy Read Aloud Phonics Instruction Reading Minilesson	Literacy Read Aloud Phonics Instruction Reading Minilesson	Literacy Read Aloud Phonics Instruction Reading Minilesson	Literacy Read Aloud Phonics Instruction Reading Minilesson	Literacy Read Aloud Phonics Instruction Reading Minilesson	
9:15-9:45 (30 min)	Literacy Close Reading Writing TheDictado	Literacy Close Reading Writing TheDictado	Literacy Close Reading Writing TheDictado	Literacy Close Reading Writing TheDictado	Literacy Close Reading Writing TheDictado	
9:45-10:00	BRAIN BREAK					
10:00-10:30 (30 min)	Literacy Small Group Instruction, Enrichment, Oral Language Development, Services for Students with Disabilities, Services for Gifted and Talented Students					
10:30-11:00	Health/PE, Teacher Conference Mindfulness, Nutrition, Moderate to Vigorous Physical Activity, SEL					
11:00-12:00	LUNCH/TEACHER CONFERENCE					
12:00-12:25 (25 min)	Science SE Instructional Model	Science SE Instructional Model	Science SE Instructional Model	Social Studies Focused Instruction	Social Studies Focused Instruction	
12:25-12:50 (25 min)	Science Scientific Investigation Language of Science	Science Scientific Investigation Language of Science	Science Scientific Investigation Language of Science	Social Studies Close Reading Inquiry Activities	Social Studies Close Reading Inquiry Activities	
12:50-1:25 (35 min)	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	
1:25-1:55 (30 min)	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	
1:55-2:10	BRAIN BREAK					
2:10-2:40 (30 min)	Math Small Group Instruction, Enrichment, Oral Language Development, Services for Students with Disabilities, Services for Gifted and Talented Students					
2:40-3:10	Student Elective 1/Teacher PLN					
3:10-3:40	Student Elective 2/Teacher PLN					
3:40 - 4:00	OFFICE HOURS					

These are approximate times. Exact times for instructional blocks determined by each campus

How will teacher/student interactions be differentiated for students with additional learning needs?

PK Dual Language



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

SchoolName ES

DUAL LANGUAGE		Synchronous			Asynchronous	Small Group
SAMPLE Schedule - PRE K						
Red = Content in Spanish	M	T	W	Th	F	
8:00-8:15	BREAKFAST/ATTENDANCE RECONCILIATION					
8:15-8:35	MORNING MESSAGE Greeting Circle SEL Activities					
8:35-8:55	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language
8:55-9:15	Mathematics Read Aloud, Writing & Language	Mathematics Read Aloud, Writing & Language	Mathematics Read Aloud, Writing & Language	Mathematics Read Aloud, Writing & Language	Mathematics Read Aloud, Writing & Language	Mathematics Read Aloud, Writing & Language
9:15-9:30	Music & Movement	Music & Movement	Music & Movement	Music & Movement	Music & Movement	Music & Movement
9:30-9:50	Math Small Group Instruction, 1:1 Progress Monitoring, Services for Students with Disabilities					
9:50-10:10	Dental Hygiene/Wellness/Nutrition					
10:10-10:30	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language
10:30-10:50	Mathematics Read Aloud, Writing & Language	Mathematics Read Aloud, Writing & Language	Mathematics Read Aloud, Writing & Language	Mathematics Read Aloud, Writing & Language	Mathematics Read Aloud, Writing & Language	Mathematics Read Aloud, Writing & Language
10:50-11:15	Gross Motor (Physical Development) Participate in an indoor / outdoor play-based activity					
11:15-1:00	LUNCH/QUIET TIME (NAP)/TEACHER CONFERENCE					
1:00-1:20	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language	Emergent Literacy Reading, Writing & Language
1:20-1:40	Literacy Small Group Instruction, 1:1 Progress Monitoring, Services for Students with Disabilities					
1:40-2:00	Science Inquiry Activities	Science Inquiry Activities	Science Inquiry Activities	Science Inquiry Activities	Science Inquiry Activities	Science Inquiry Activities
2:00-2:20	Social Studies Read Aloud, Writing & Language	Social Studies Read Aloud, Writing & Language	Social Studies Read Aloud, Writing & Language	Social Studies Read Aloud, Writing & Language	Social Studies Read Aloud, Writing & Language	Social Studies Read Aloud, Writing & Language
2:20-2:40	Gross Motor (Physical Development) Participate in an indoor/outdoor play-based activity					
2:40-3:00	SEL Mindfulness & Snacks	SEL Mindfulness & Snacks	SEL Mindfulness & Snacks	SEL Mindfulness & Snacks	SEL Mindfulness & Snacks	SEL Mindfulness & Snacks
3:00-3:30	OFFICE HOURS					

These are approximate times. Exact times for instructional blocks determined by each campus

How will teacher/student interactions be differentiated for students with additional learning needs?

K Dual Language

 SAN ANTONIO INDEPENDENT SCHOOL DISTRICT		SchoolName ES			
DUAL LANGUAGE		Synchronous	Asynchronous	Small Group	
SAMPLE Schedule - KINDERGARTEN					
Red = Content in Spanish	M	T	W	Th	F
8:00-8:15	BREAKFAST/ATTENDANCE RECONCILIATION				
8:15-8:30	MORNING MESSAGE				
8:30-9:10 (40 min)	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado
9:10-9:30 (20 min)	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado
9:30-9:45	BRAIN BREAK				
9:45-10:15 (30 min)	Literacy Small Group Instruction, Enrichment, Oral Language Development, Services for Students with Disabilities, Services for Gifted and Talented Students				
10:15-10:30 (15 min)	Spanish Reading-LA Read Aloud	Spanish Reading-LA Read Aloud	Spanish Reading-LA Read Aloud	Spanish Reading-LA Read Aloud	Spanish Reading-LA Read Aloud
10:30-11:00 (30 min)	Health/PE, Teacher Conference Mindfulness, Nutrition, Moderate to Vigorous Physical Activity, SEL				
11:00-12:00	LUNCH/TEACHER CONFERENCE				
12:00-12:25 (25 min)	Science SE Instructional Model Scientific Investigation Language of Science	Science SE Instructional Model Scientific Investigation Language of Science	Science SE Instructional Model Scientific Investigation Language of Science	Science SE Instructional Model Scientific Investigation Language of Science	Science SE Instructional Model Scientific Investigation Language of Science
12:25-1:00 (35 min)	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop
1:00-1:30 (30 min)	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop
1:30-2:00 (30 min)	Math Small Group Instruction, Enrichment, Oral Language Development, Services for Students with Disabilities, Services for Gifted and Talented Students				
2:00-2:15	BRAIN BREAK				
2:15-2:40 (25 min)	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities
2:40-3:10	Student Elective 1/Teacher PLN				
3:10-3:40	Student Elective 2/Teacher PLN				
3:40-4:00	OFFICE HOURS				

How will teacher/student interactions be differentiated for students with additional learning needs?

1 Dual Language

DUAL LANGUAGE		Synchronous			Asynchronous	Small Group
SAMPLE Schedule - Grade 1						
Red = Content in Spanish	M	T	W	Th	F	
8:00-8:15	BREAKFAST/ATTENDANCE RECONCILIATION					
8:15-8:30	MORNING MESSAGE					
8:30-9:15 (45 min)	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado
9:15-9:45 (30 min)	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado
9:45-10:00	BRAIN BREAK					
10:00-10:30 (30 min)	Literacy Small Group Instruction, Enrichment, Oral Language Development, Services for Students with Disabilities, Services for Gifted and Talented Students					
10:30-11:00	Health/PE, Teacher Conference Mindfulness, Nutrition, Moderate to Vigorous Physical Activity, SEL					
11:00-12:00	LUNCH/TEACHER CONFERENCE					
12:00-12:25 (25 min)	Science 5E Instructional Model Scientific Investigation Language of Science	Science 5E Instructional Model Scientific Investigation Language of Science	Science 5E Instructional Model Scientific Investigation Language of Science	Science 5E Instructional Model Scientific Investigation Language of Science	Science 5E Instructional Model Scientific Investigation Language of Science	Science 5E Instructional Model Scientific Investigation Language of Science
12:25-1:00 (35 min)	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop
1:00-1:30 (30 min)	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop
1:30-1:45	BRAIN BREAK					
1:45-2:15 (30 min)	Math Small Group Instruction, Enrichment, Oral Language Development, Services for Students with Disabilities, Services for Gifted and Talented Students					
2:15-2:40 (25 min)	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities
2:40-3:10	Student Elective /Teacher PLN					
3:10-3:40	Student Elective 2/Teacher PLN					
3:40-4:00	OFFICE HOURS					

These are approximate times. Exact times for instructional blocks determined by each campus

How will teacher/student interactions be differentiated for students with additional learning needs?

2 Dual Language



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

SchoolName ES

DUAL LANGUAGE		Synchronous			Asynchronous	Small Group
SAMPLE Schedule - Grade 2						
Red = Content in Spanish	M	T	W	Th	F	
8:00-8:15	BREAKFAST/ATTENDANCE RECONCILIATION					
8:15-8:30	MORNING MESSAGE					
8:30-9:15 (45 min)	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado
9:15-9:45 (30 min)	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado
9:45-10:00	BRAIN BREAK					
10:00-10:30 (30 min)	Literacy Small Group Instruction, Enrichment, Oral Language Development, Services for Students with Disabilities, Services for Gifted and Talented Students					
10:30-11:00	Health/PE, Teacher Conference Mindfulness, Nutrition, Moderate to Vigorous Physical Activity, SEL					
11:00-12:00	LUNCH/TEACHER CONFERENCE					
12:00-12:25 (25 min)	Science SE Instructional Model Scientific Investigation Language of Science	Science SE Instructional Model Scientific Investigation Language of Science	Science SE Instructional Model Scientific Investigation Language of Science	Science SE Instructional Model Scientific Investigation Language of Science	Science SE Instructional Model Scientific Investigation Language of Science	Science SE Instructional Model Scientific Investigation Language of Science
12:25-1:00 (35 min)	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop
1:00-1:30 (30 min)	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop
1:30-1:45	BRAIN BREAK					
1:45-2:15 (30 min)	Math Small Group Instruction, Enrichment, Oral Language Development, Services for Students with Disabilities, Services for Gifted and Talented Students					
2:15-2:40 (25 min)	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities
2:40-3:10	Student Elective 1/Teacher PLN					
3:10-3:40	Student Elective 2/Teacher PLN					
3:40-4:00	OFFICE HOURS					

These are approximate times. Exact times for instructional blocks determined by each campus

How will teacher/student interactions be differentiated for students with additional learning needs?

3 Dual Language



DUAL LANGUAGE		Synchronous			Asynchronous	Small Group
SAMPLE Schedule - Grade 3						
Red = Content in Spanish	M	T	W	Th	F	
8:00-8:15	BREAKFAST/ATTENDANCE RECONCILIATION					
8:15-8:30	MORNING MESSAGE					
8:30-9:15 (45 min)	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado
9:15-9:45 (30 min)	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado
9:45-10:00	BRAIN BREAK					
10:00-10:30 (30 min)	Literacy Small Group Instruction, Enrichment, Oral Language Development, Services for Students with Disabilities, Services for Gifted and Talented Students					
10:30-11:00	Health/PE, Teacher Conference Mindfulness, Nutrition, Moderate to Vigorous Physical Activity, SEL					
11:00-12:00	LUNCH/TEACHER CONFERENCE					
12:00-12:25 (25 min)	Science SE Instructional Model	Science SE Instructional Model	Science SE Instructional Model	Social Studies Focused Instruction	Social Studies Focused Instruction	
	Science Scientific Investigation Language of Science	Science Scientific Investigation Language of Science	Science Scientific Investigation Language of Science	Social Studies Close Reading Inquiry Activities	Social Studies Close Reading Inquiry Activities	
12:25-1:00 (35 min)	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	
1:00-1:30 (30 min)	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	
1:30-1:45	BRAIN BREAK					
1:45-2:15 (30 min)	Math Small Group Instruction, Enrichment, Oral Language Development, Services for Students with Disabilities, Services for Gifted and Talented Students					
2:40-3:10	Student Elective 1/Teacher PLN					
3:10-3:40	Student Elective 2/Teacher PLN					
3:40-4:00	OFFICE HOURS					

These are approximate times. Exact times for instructional blocks determined by each campus

How will teacher/student interactions be differentiated for students with additional learning needs?

4 Dual Language

 SAN ANTONIO INDEPENDENT SCHOOL DISTRICT		SchoolName ES			
DUAL LANGUAGE SAMPLE Schedule - Grade 4		Synchronous	Asynchronous	Small Group	
Red = Content in Spanish	M	T	W	Th	F
8:00-8:15	BREAKFAST/ATTENDANCE RECONCILIATION				
8:15-8:30	MORNING MESSAGE				
8:30-9:15 (45 min)	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado
9:15-9:45 (30 min)	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado
9:45-10:00	BRAIN BREAK				
10:00-10:30 (30 min)	Literacy Small Group Instruction, Enrichment, Oral Language Development, Services for Students with Disabilities, Services for Gifted and Talented Students				
10:30-11:00	Health/PE, Teacher Conference Mindfulness, Nutrition, Moderate to Vigorous Physical Activity, SEL				
11:00-12:00	LUNCH/TEACHER CONFERENCE				
12:00-12:25 (25 min)	Science SE Instructional Model	Science SE Instructional Model	Science SE Instructional Model	Social Studies Focused Instruction	Social Studies Focused Instruction
	Science Scientific Investigation Language of Science	Science Scientific Investigation Language of Science	Science Scientific Investigation Language of Science	Social Studies Close Reading Inquiry Activities	Social Studies Close Reading Inquiry Activities
12:25-1:00 (35 min)	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop
1:00-1:30 (30 min)	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop
1:30-1:45	BRAIN BREAK				
1:45-2:15 (30 min)	Math Small Group Instruction, Enrichment, Oral Language Development, Services for Students with Disabilities, Services for Gifted and Talented Students				
2:40-3:10	Student Elective 1/Teacher PLN				
3:10-3:40	Student Elective 2/Teacher PLN				
3:40-4:00	OFFICE HOURS				

These are approximate times. Exact times for instructional blocks determined by each campus

How will teacher/student interactions be differentiated for students with additional learning needs?

5 Dual Language



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

SchoolName ES

DUAL LANGUAGE		Synchronous			Asynchronous	Small Group
SAMPLE Schedule - Grade 5						
Red = Content in Spanish	M	T	W	Th	F	
8:00-8:15	BREAKFAST/ATTENDANCE RECONCILIATION					
8:15-8:30	MORNING MESSAGE					
8:30-9:15 (45 min)	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado	Spanish Reading-LA Reading/Writing Mini Lesson Lotta Lara TheDictado
9:15-9:45 (30 min)	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado	Literacy-Based ELD Read Aloud Reading/Writing TheDictado
9:45-10:00	BRAIN BREAK					
10:00-10:30 (30 min)	Literacy Small Group Instruction, Enrichment, Oral Language Development, Services for Students with Disabilities, Services for Gifted and Talented Students					
10:30-11:00	Health/PE, Teacher Conference Mindfulness, Nutrition, Moderate to Vigorous Physical Activity, SEL					
11:00-12:00	LUNCH/TEACHER CONFERENCE					
12:00-12:25 (25 min)	Science SE Instructional Model	Science SE Instructional Model	Science SE Instructional Model	Social Studies Focused Instruction	Social Studies Focused Instruction	
	Science Scientific Investigation Language of Science	Science Scientific Investigation Language of Science	Science Scientific Investigation Language of Science	Social Studies Close Reading Inquiry Activities	Social Studies Close Reading Inquiry Activities	
12:25-1:00 (35 min)	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop	Math Number Sense Focused Instruction Math Workshop
1:00-1:30 (30 min)	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop
1:30-1:45	BRAIN BREAK					
1:45-2:15 (30 min)	Math Small Group Instruction, Enrichment, Oral Language Development, Services for Students with Disabilities, Services for Gifted and Talented Students					
2:40-3:10	Student Elective 1/Teacher PLN					
3:10-3:40	Student Elective 2/Teacher PLN					
3:40-4:00	OFFICE HOURS					

These are approximate times. Exact times for instructional blocks determined by each campus

How will teacher/student interactions be differentiated for students with additional learning needs?

MS

7 Periods



SAISD SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

SchoolName MS

SAMPLE Schedule – Middle School

	Synchronous		Asynchronous/Synchronous		Student Achievement Support
TIME	M	T	W	Th	F
8:00-8:15	MORNING MESSAGE				
8:15-9:05 (50 min)	1 st Period Core Content or Elective Class				
9:05-9:55 (50 min)	2 nd Period Core Content or Elective Class				
9:55-10:10	BRAIN BREAK				
10:10-11:00 (50 min)	3 rd Period Core Content or Elective Class				
11:00-11:50 (50 min)	4 th Period Core Content or Elective Class				
11:50-12:50	LUNCH/TEACHER PLN				
12:50-1:30 (40 min)	Student Academic Support				
1:30-2:20 (50 min)	5 th Period Core Content or Elective Class				
2:20-2:35	BRAIN BREAK				
2:35-3:25 (50 min)	6 th Period Core Content or Elective Class				
3:25-4:15 (50 min)	7 th Period Core Content or Elective Class				
4:15 - 4:30	OFFICE HOURS, TUTORING				

Newcomer Students (Students with 0-3 years in the US) will have a block of English as a Second Language (ESL) with a teacher who specializes in language development.

These are approximate times. Exact times for instructional blocks determined by each campus.

How will teacher/student interactions be differentiated for students with additional learning needs?

MS Block Reading



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

SchoolName MS

SAMPLE Schedule – Middle School Block Schedule (R-LA Every Day)					
Synchronous		Asynchronous/Synchronous		Student Achievement Support	
TIME	MONDAY All Classes	TUESDAY Schedule A	WEDNESDAY Schedule B	THURSDAY Schedule A	FRIDAY Schedule B
8:00-8:15	MORNING MESSAGE				
8:15-9:00	1 st Period Math	1 st Period Math	5 th Period Core Content or Elective Class	1 st Period Math	5 th Period Core Content or Elective Class
9:00-9:45	2 nd Period R-LA				
9:45-10:00	BRAIN BREAK				
10:00-10:45	3 rd Period Core Content or Elective Class	2 nd Period R-LA	6 th Period R-LA Intervention Enrichment	2 nd Period R-LA	6 th Period R-LA Intervention Enrichment
10:45-11:30	4 th Period Core Content or Elective Class				
11:30-12:30	LUNCH/TEACHER PLN				
12:30-1:15	5 th Period Core Content or Elective Class	3 rd Period Core Content or Elective Class	7 th Period Core Content or Elective Class	3 rd Period Core Content or Elective Class	7 th Period Core Content or Elective Class
1:15-2:00	6 th Period Intervention Enrichment				
2:00-2:15	BRAIN BREAK				
2:15-3:00	7 th Period Core Content or Elective Class	4 th Period Core Content or Elective Class	8 th Period Core Content or Elective Class	4 th Period Core Content or Elective Class	8 th Period Core Content or Elective Class
3:00-3:45	8 th Period Core Content or Elective Class				
3:45-4:15	Student Academic Support				
4:15-4:30	OFFICE HOURS, TUTORING				

Newcomer Students (Students with 0-3 years in the US) will have a block of English as a Second Language (ESL) with a teacher who specializes in language development.

These are approximate times. Exact times for instructional blocks determined by each campus.

How will teacher/student interactions be differentiated for students with additional learning needs?

MS Block Math



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

SchoolName MS

SAMPLE Schedule – Middle School Block Schedule (Math Every Day)					
Synchronous		Asynchronous/Synchronous		Student Achievement Support	
TIME	MONDAY All Classes	TUESDAY Schedule A	WEDNESDAY Schedule B	THURSDAY Schedule A	FRIDAY Schedule B
8:00-8:15	MORNING MESSAGE				
8:15-9:00	1 st Period R-LA	1 st Period R-LA	5 th Period Core Content or Elective Class	1 st Period R-LA	5 th Period Core Content or Elective Class
9:00-9:45	2 nd Period Math				
9:45-10:00	BRAIN BREAK				
10:00-10:45	3 rd Period Core Content or Elective Class	2 nd Period Math	6 th Period Math Intervention Enrichment	2 nd Period Math	6 th Period Math Intervention Enrichment
10:45-11:30	4 th Period Core Content or Elective Class				
11:30-12:30	LUNCH/TEACHER PLN				
12:30-1:15	5 th Period Core Content or Elective Class	3 rd Period Core Content or Elective Class	7 th Period Core Content or Elective Class	3 rd Period Core Content or Elective Class	7 th Period Core Content or Elective Class
1:15-2:00	6 th Period Intervention Enrichment				
2:00-2:15	BRAIN BREAK				
2:15-3:00	7 th Period Core Content or Elective Class	4 th Period Core Content or Elective Class	8 th Period Core Content or Elective Class	4 th Period Core Content or Elective Class	8 th Period Core Content or Elective Class
3:00-3:45	8 th Period Core Content or Elective Class				
3:45-4:15	Student Academic Support				
4:15-4:30	OFFICE HOURS, TUTORING				

Newcomer Students (Students with 0-3 years in the US) will have a block of English as a Second Language (ESL) with a teacher who specializes in language development.

These are approximate times. Exact times for instructional blocks determined by each campus.

How will teacher/student interactions be differentiated for students with additional learning needs?

HS 8 Periods



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

SchoolName HS

Asynchronous/Synchronous		Student Achievement Support			
TIME	MONDAY All Classes	TUESDAY Schedule A	WEDNESDAY Schedule B	THURSDAY Schedule A	FRIDAY Schedule B
8:00-8:45	Student Academic Support				
8:45-9:30	1 st Period Core Content or Elective Class	1 st Period Core Content or Elective Class	5 th Period Core Content or Elective Class	1 st Period Core Content or Elective Class	5 th Period Core Content or Elective Class
9:30-10:15	2 nd Period Core Content or Elective Class				
10:15-10:30	BREAK				
10:30-11:15	3 rd Period Core Content or Elective Class	2 nd Period Core Content or Elective Class	6 th Period Core Content or Elective Class	2 nd Period Core Content or Elective Class	6 th Period Core Content or Elective Class
11:15-12:00	4 th Period Core Content or Elective Class				
12:00-1:00	LUNCH				
1:00-1:45	5 th Period Core Content or Elective Class	3 rd Period Core Content or Elective Class	7 th Period Core Content or Elective Class	3 rd Period Core Content or Elective Class	7 th Period Core Content or Elective Class
1:45-2:30	6 th Period Core Content or Elective Class				
2:30-2:45	BREAK				
2:45-3:30	7 th Period Core Content or Elective Class	4 th Period Core Content or Elective Class	8 th Period Core Content or Elective Class	4 th Period Core Content or Elective Class	8 th Period Core Content or Elective Class
3:30-4:15	8 th Period Core Content or Elective Class				
4:15-4:30	OFFICE HOURS, TUTORING				

Newcomer Students (Students with 0-3 years in the US) will have English I/ II for Speakers of Other Languages (ESOL I , ESOL II) with a teacher who specializes in language development.

These are approximate times. Exact times for instructional blocks determined by each campus.

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

The [SAISD Instructional Resource Catalog](#) is a digital book that provides information on all available district-wide resources for a particular grade level or course. This includes both print and online subscriptions to district-level resource purchases and support both the synchronous and asynchronous learning environment. The table below describes how the adopted and supplemental instructional materials in SAISD support our in-person, remote, and blended learning environments and are accessible to all students.

Chart of SAISD Adopted/Adapted Instructional Materials. Click on the link to access the TEKS-aligned [SAISD 2020-21 Curriculum Documents](#).

Subject/Course	Grade Level(s)	Instructional Materials	Progress Monitoring & Assessment	Is it TEKS Aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
MATH Instructional Materials	PK - 12	PreK: Frog Street K - 8 HMH Go Math 8 - 10 HMH Alg I, Geom 10 - 11 Savvas Alg II 11 - 12 McGraw Hill PreCal 6 - 8 Mentoring Minds ThinkUp K - Alg I Adaptive Digital Resource Imagine Math	CIRCLE Progress Monitoring (PK) MAP Growth Canvas Activities Digital Campus-Based Common Assessments Digital Teacher-Created Formative Assessments Imagine Math Progress Reports	Yes	<p>Students with disabilities have access to all of the same instructional materials utilized with students without disabilities. Teachers may integrate strategies for differentiated instruction throughout the curriculum and in alignment with individual student needs.</p> <p>Students requiring instruction in pre-requisite TEKS utilize VizZle, Unique Learning Systems, and News2You. Model lessons will be provided through Canvas, the district's LMS.</p> <p>Students with IEPs or 504 supports may utilize accommodations to instruction, demonstration of learning, behavior, and/or environment to ensure access to the general curriculum.</p>	<p>HMH Go Math available in Spanish in K-8 in both paper and digital versions ; HMH Alg I, Geom available in Spanish in digital version</p> <p>Imagine Math K-5 English and Spanish</p> <p>K-5 Spanish math curriculum and assessments</p> <p>Secondary dual language program courses: 6th-7th grade math, Algebra I (being Written)</p> <p>Spanish Model math lessons through Canvas</p> <p>Actively Learn for secondary teachers stores teacher-created math lessons - mimics STAAR online content and language supports</p> <p>Linguistic accommodations for instruction / designated supports for assessment chosen by LPAC committee</p>

Subject/Course	Grade Level(s)	Instructional Materials	Progress Monitoring & Assessment	Is it TEKS Aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
ELAR Instructional Materials SAISD 2020-21 Curriculum Documents	PK - 12	PreK Frog Street K - 8 Savvas MyView 6 - 12 NewsELA 6 - 10 NoRedInk 9 - 12 Actively Learn K-8 Adaptive Digital Resource Istation	CIRCLE Progress Monitoring (PK) MAP Growth MAP Fluency Canvas Activities Digital Curriculum-Based Assessments Digital Campus-Based Common Assessments Digital Teacher-Created Formative Assessments IStation Progress Reports	Yes	<p>Students with disabilities have access to all of the same instructional materials utilized with students without disabilities. Teachers may integrate strategies for differentiated instruction throughout the curriculum and in alignment with individual student needs.</p> <p>Students requiring instruction in pre-requisite TEKS utilize VizZle, Unique Learning Systems, and News2You. Model lessons will be provided through Canvas, the district's LMS.</p> <p>Students requiring specially designed instruction at the modified level or Dyslexia intervention may utilize Lexia, Language Live, Really Good Reading.</p> <p>Students with IEPs or 504 supports may utilize accommodations to instruction, demonstration of learning, behavior, and/or environment to ensure access to the general curriculum.</p>	I Station's adaptive curriculum for K-5 English Learners Biliteracy lessons for PreK-5 students Savvas MyView in Spanish for K-8 on digital platforms and in grades K-5 for physical textbooks Actively Learn for 6-12 ELs Scholastic Action magazine for K-12 newcomer English Learners Linguistic accommodations for instruction and designated supports for assessment, determined by LPAC committee
SLAR Instructional Materials SAISD 2020-21 Curriculum Documents	PK-5	K-5 Biliteracy Units PreK Frog Street K - 8 Savvas MiVisión PK-1 Estrellita K-8 Adaptive Digital Resource Istation	CIRCLE Progress Monitoring (PK) Spanish MAP Growth Spanish MAP Fluency Canvas Activities Spanish Digital Curriculum-Based Assessments Digital Teacher-Created Spanish Formative Assessments IStation Progress Reports	Yes	<p>Students with disabilities have access to all of the same instructional materials in Spanish utilized with students without disabilities. Teachers may integrate strategies for differentiated instruction throughout the curriculum and in alignment with individual student needs.</p> <p>Students requiring instruction in pre-requisite TEKS utilize VizZle, Unique Learning Systems, and News2You. Model lessons will be provided through Canvas, the district's LMS.</p> <p>Students requiring specially designed instruction at the modified level or Dyslexia intervention may utilize Lexia, Language Live, Really Good Reading and Esperanza</p> <p>Students with IEPs or 504 supports may utilize accommodations to instruction, demonstration of learning, behavior, and/or environment to ensure access to the general curriculum.</p>	I Station's adaptive curriculum for K-5 English Learners Biliteracy lessons for PreK-5 students Savvas Mi Visión for K-8 on digital platform and in grades K-5 for physical textbooks Linguistic accommodations for instruction and designated supports for assessment, determined by LPAC committee

Subject/Course	Grade Level(s)	Instructional Materials	Progress Monitoring & Assessment	Is it TEKS Aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Science Instructional Materials SAISD 2020-21 Curriculum Documents	PK - 12	PreK Frog Street K - 5, Bio, Chem Savvas Easybridge & Realize K - 8, Bio, Chem, Phy STEMscopes 6 - 8 HMH Thinkcentral 6 - 8 Discovery Education Phy Pasco Essential Physics Env. Sys. HMH HRW IPC McGraw Hill IPC	CIRCLE Progress Monitoring (PK) Canvas Activities Digital Curriculum-based assessments Digital Campus-Based Common Assessments Digital Teacher-Created Formative Assessments	Yes	Students with disabilities have access to all of the same instructional materials utilized with students without disabilities. Teachers may integrate strategies for differentiated instruction throughout the curriculum and in alignment with individual student needs. Students requiring instruction in pre-requisite TEKS utilize VizZle, Unique Learning System, and News2You. Students with IEPs or 504 supports may utilize accommodations to instruction, demonstration of learning, behavior, and/or environment to ensure access to the general curriculum.	Spanish Science Fusion Math K-8: paper and digital versions. Linguistic accommodation resources for K-12 students included in the curriculum Science curriculum for secondary dual language program courses: 6th-7th grade science, biology, and chemistry Model science lessons in Spanish for teachers (through Canvas) Actively Learn for secondary teachers stores teacher-created science lessons - mimics STAAR online content and language supports Linguistic accommodations for instruction / designated supports for assessment chosen by LPAC committee
Social Studies Instructional Materials SAISD 2020-21 Curriculum Document	PK - 12	PreK Frog Street K - 5 Savvas My World 6 - 12 McGraw Hill ConnectEd 6 - 12 Nystrom Active Classroom 6 - 12 DBQ Project 7 - 11 Jarrett Mastering The TEKS	CIRCLE Progress Monitoring (PK) Canvas Activities Digital Curriculum-Based Assessments Digital Campus-Based Common Assessments Digital Teacher-Created Formative Assessments	Yes	Students with disabilities have access to all of the same instructional materials utilized with students without disabilities. Teachers may integrate strategies for differentiated instruction throughout the curriculum and in alignment with individual student needs. Students requiring instruction in pre-requisite TEKS utilize VizZle, Unique Learning System, and News2You. Students with IEPs or 504 supports may utilize accommodations to instruction, demonstration of learning, behavior, and/or environment to ensure access to the general curriculum.	Spanish Savvas My World for K-5: paper and digital versions Linguistic accommodation resources for K-12 students included in the curriculum. Model social studies lessons in Spanish for teachers (Canvas) Actively Learn for secondary teachers stores teacher-created social studies lessons - mimics STAAR online content and language supports Linguistic accommodations for instruction / designated supports for assessment chosen by LPAC Committee

How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention of knowledge?

Teachers will utilize TEKS-aligned curriculum, instructional materials, textbooks, assessments, apps and other resources to create TEKS-aligned courses/modules on Canvas that include interactive experiences for students. Within Canvas, students have access to our TEKS-aligned instructional materials; such as their textbooks and other ancillary resources. The use of videos/screencasts/broadcasts will be part of our remote learning experience to ensure that students have detailed instructions on how to navigate the instructional materials, access their instructional resources and receive explicit instruction on new content on Canvas.

SAISD will provide instructional videos aligned to core content and resources provided by Library Services. Instructional materials will include videos, scaffolds, and visuals specifically designed to support students with disabilities and English Learners in our asynchronous mode. Students will have access to end of unit common assessments in order for teachers to plan for intervention and enrichment activities. Grading will be consistent with SAISD grading policies for in-person instruction.

For students without internet or computer access at home, campuses are required to implement a non-digital, paper-based version of instructional content, assessments and supports. These paper-based materials will be designed in the same manner as the online materials and resources, including alignment to TEKS and the District Scope and Sequence (YAGs). Paper-based instructional materials will be available for pick-up and drop-off at individual campuses or delivered and picked up from the student's home when necessary.

The [2020-21 SAISD Year-at-a-Glance documents](#) (YAGs) feature a **20-21 Focus** section to help teachers prioritize the most essential learning when designing asynchronous and synchronous remote lessons. The 20-21 Focus standards represent the daily non-negotiable instructional topics for each grade-level and course.

UNITS	Unit 1 Classroom Routines and Number	Unit 2 Counting, Subitizing and Representing Numbers	Unit 3 Geometry with Data	Unit 4 Numbers and Data	Unit 5 Counting and Comparing Data	
	20-21 Focus	Unit 1 Guidance TEKS: K.2A, K.2B, K.2C (Numbers 1-5)	Unit 2 Guidance (Available 8/7) TEKS: K.2A, K.2B, K.2C (Numbers 6-10)	Unit 3 Guidance (Available 8/28) TEKS: K.2A (Numbers 1-10), K.6E, K.8A, K.8B	Unit 4 Guidance (Available 9/18) TEKS: K.2A, K.2B, K.2C (Numbers 11-15), K.8A, K.8B	Unit 5 Guidance (Available 10/9) TEKS: K.2A, K.2B, K.2C (Numbers 16-20), K.2G, K.8B
Fall Semester	BIG IDEAS	<p>Establishing classroom routines helps students understand the expectations for learning.</p> <p>Numerical concepts are intimately tied to the world around us and help us make sense of it in a mathematical manner.</p> <p>Having number sense means that you can think about and use numbers and their relationships in many different ways.</p> <p>Counting has rules and can be used to find out how many in a set.</p> <p>Quantity is an attribute of a set of objects and we use numbers to name specific quantities.</p>	<p>Counting tells how many things are in a set. When counting a set of objects, the last word in the counting sequence names the quantity.</p> <p>Numbers are related to each other through comparisons.</p> <p>Number concepts are intimately tied to operations with numbers based on situations in the world around us.</p> <p>The quantity of a small collection can be intuitively perceived without counting.</p> <p>Conceptual subitizing (where you see the parts) lends itself to composing and decomposing which later builds to addition/subtraction</p> <p>Numbers can be represented in a variety of ways.</p>	<p>What makes shapes alike and different can be determined by an array of geometric properties.</p> <p>Shapes can be seen from different perspectives. The ability to perceive shapes from different viewpoints helps us understand relationships between two- and three-dimensional figures and mentally change the position and size of shapes.</p> <p>Shapes and solids exist in our everyday lives.</p> <p>A collection of objects with various attributes can be classified or sorted in different ways.</p> <p>Data are gathered and organized in order to answer questions.</p>	<p>Numbers are used in many ways.</p> <p>Having number sense means that you can think about and use numbers and their relationships in many different ways.</p> <p>Counting can be used to find out how many in a set. Counting has rules.</p> <p>Quantity is an attribute of a set of objects and we use numbers to name specific quantities.</p> <p>Counting sets of data allows students to count in real ways.</p> <p>Attributes can be used to sort collections into sets</p> <p>A collection of objects with various attributes can be classified and sorted in different ways</p>	<p>Counting tells how many things are in a set. When counting a set of objects, the last word in the counting sequence names the quantity.</p> <p>Numbers are related to each other through comparisons.</p> <p>Application of number relationships to problem solving marks the beginning of making sense of the world in a mathematical manner.</p> <p>When students are counting and comparing data, they are counting and comparing numbers in real ways.</p>
	TEKS	K.1A, K.1B, K.1C, K.1D, K.1E, K.1F, K.1G, K.2A, K.2B, K.2C , K.5A	K.1A, K.1B, K.1C, K.1D, K.1E, K.1F, K.1G, K.2A, K.2B, K.2C , K.2D, K.5A	K.1A, K.1B, K.1C, K.1D, K.1E, K.1F, K.1G, K.6A, K.6B, K.6C, K.6D, K.6E, K.6F, K.8A, K.8B, K.8C	K.1A, K.1B, K.1C, K.1D, K.1E, K.1F, K.1G, K.2A, K.2B, K.2C , K.5A, K.8A, K.8B, K.8C	K.1A, K.1B, K.1C, K.1D, K.1E, K.1F, K.1G, K.2A, K.2B, K.2C , K.2E, K.2F, K.2G, K.2H, K.5A, K.8A, K.8B, K.8C

Within the 20-21 Focus standards, each unit has additional **Focus Guidance** for providing instruction in remote synchronous and asynchronous environments.

Unit 1 Guidance

Focus Standards

K.2A count forwards and backwards to at least 20 with and without objects
K.2B read, write and represent whole numbers from 0 to at least 20 with and without objects or pictures
K.2C count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order
 The [mathematics process standards](#) should be embedded with content standards and activities.

For this unit, establishing routines and procedures help Kindergarteners become familiar with expectations for their learning. Daily routines allow young children to explore materials they will be using to model mathematical situations and solve problems. Establishing routines and relationships will be important for our youngest learners. Many of them may not be used to asynchronous learning, and will need to be taught in this unit, for each of the TEKS, **the focus is on numbers 0-5.**

For access to all the pages listed in the recommended activities for this unit: [Classroom Routines and Number Control Panel](#).

		Recommended Synchronous Activities	Recommended Asynchronous Activities
Framework Components	TEKS	Tasks used in synchronous activities (these could be face-to-face or through zoom) should be complex and on-grade level.	Teachers will first synchronously model, provide flipped guidance, and provide ongoing feedback for all asynchronous activities.
Classroom Environment of Numeracy	K.1A K.1B K.1C K.1D K.1E K.1F K.1G	See the Essential Vocabulary page for this unit for ideas and examples: <ul style="list-style-type: none"> Establish norms for what good mathematicians do by creating an anchor chart Teacher could use Pear Deck for check in on students' social/emotional feelings Present students with their own physical manipulatives/counters, or virtual manipulatives to use 	See the Essential Vocabulary page for this unit for ideas and examples: <ul style="list-style-type: none"> Teacher could use Pear Deck for check in on students' social/emotional feelings Present students with virtual manipulatives to use Students can work through some classroom routines August, Agosto
Number Sense	K.5A	See the Instructional Resources page for this unit for ideas and examples: <ul style="list-style-type: none"> Teacher conducts a Number Talk using photos, 	See the Virtual Learning Choice Board on the Instructional Resources page for this unit for ideas and examples: <ul style="list-style-type: none"> Students participate in a Math Stretch through Padlet,

What additional support (in addition to resources listed above) will be provided for students with disabilities and ELs?

English Learners

The district has adapted their [80-20 Dual Language model](#) for remote learning. The Prek-11th grade Dual Language program prioritizes Spanish language instruction during synchronous touchpoints while ensuring that asynchronous instruction is linguistically accommodated. The district's sheltered instruction model, which is grounded in Seidlitz's 7 Steps to a Language Rich Interactive Classroom, has been adapted for remote learning settings and will continue to be modeled for teachers through district and campus-wide professional development and job-embedded coaching. This sheltered instruction model, as well as SAISD's Digital Dual Language Model, can be found [here](#). Teachers of ELs will receive professional development on how linguistic accommodations can be made available through SAISD's Learning Management System, Canvas. The Bilingual/ESL & Migrant department will also guide campus administrators and master schedulers to ensure recent immigrants (0-3 years in the US) and students with TELPAS composite scores of beginning and intermediate are scheduled with appropriately certified teachers so that these students receive linguistically responsive instruction. Master schedule criteria for English Learners in SAISD can be found [here](#). The district will have adaptive, online language development programs (e.g. I-Station, Imagine Learning & Summit) that focus on comprehensible input and meaningful opportunities for output.

Students with Disabilities

For students with disabilities, campus staff remain responsible for working collaboratively with instructional staff to ensure that students' modifications and accommodations are included in the lesson and instructional planning for asynchronous learning, in alignment with the IEP/IAP. Tools for differentiated instruction will be incorporated into the curricular resources. Teachers receive professional development to build capacity in the provision of intervention and support. The SAISD Disability Services Continuity Plan includes a description of the provision of programs and supports in alignment with the district safety levels. It can be accessed [here](#).

For students with disabilities receiving §504 accommodations, the teacher of record will incorporate the accommodations into their instruction, to include provisions within instructional materials, assignments, and assessments. Students will be progress monitored to determine if the accommodations previously identified by the student's §504 committee remain appropriate in both the asynchronous instruction as well as the synchronous touchpoints. In the event that the student shows signs of academic struggle, campus staff will schedule a §504 committee meeting to review the student's plan and determine if the identified accommodations remain appropriate or if the student's plan needs revision. The §504 committee will, in collaboration with the student and parent, revise the plan to meet the student's current accommodation needs.

For students receiving Dyslexia instruction via the standard instructional protocol, in alignment with the Texas Dyslexia Handbook, these services will be delivered remotely via a combination of synchronous and asynchronous instruction. Dyslexia program specialists will deliver direct instruction via video conferencing paired with asynchronous reinforcement and independent practice. For students unable to participate in the direct instruction, all sessions will be recorded and posted for student access.

For students receiving Special Education services via an IEP, with mild to moderate disabilities, programming and support will be designed and delivered in a manner consistent with individual student modifications and accommodations. All instruction will fully align with the specially designed instruction outlined in the student's IEP. Students will be progress monitored to determine if the accommodations previously identified by the student's ARD/IEP committee remain appropriate in both the asynchronous instruction as well as the synchronous touchpoints. This progress monitoring is in alignment with TEA guidance posted [here](#). Additionally, individual student programming is addressed in each student's Contingency Plan, in alignment with the TEA guidance posted [here](#). In the event that the student shows signs of academic struggle, campus staff will schedule an ARD/IEP committee meeting to review the student's plan and determine if the identified accommodations remain appropriate or if the student's plan needs revision in response to remote synchronous or asynchronous learning. The ARD/IEP committee will, in collaboration with the student and parent, revise the plan to meet the student's current accommodation needs. In-class and coteaching support will be provided via collaboration with the teacher of record via participation in synchronous touchpoints, integration of supports in student asynchronous work, and the provision of office hours to address needs as they arise. Resource instruction will be provided remotely via small group synchronous instruction paired with asynchronous reinforcement and independent practice, which may include utilization of online instructional applications. For students requiring behavioral supports, behavioral support staff and mental health assistants may

join students in video conferencing synchronous lessons, provide individual or small group conferencing for social skills instruction, and facilitate counseling and problem-solving sessions in individual or small group video conferencing or phone calls. Behavioral supports may be supplemented with asynchronous opportunities for reinforcement and independent practice.

Students with significant cognitive or developmental disabilities may receive their instruction in a variety of ways. Some students may be able to participate meaningfully in remote learning via technology, with educators providing instruction via both synchronous and asynchronous instruction. Some students may be able to utilize online instructional applications to engage in teacher-directed instruction aligned with the student's IEP through applications such as VizZle, or incorporation of resources from Unique Learning Systems or New2You, paired with teacher developed lessons and materials. Some students may not be able to meaningfully participate in instruction via the district's learning management system. In these cases, special educators will develop individualized instructional packets, to include specially designed instructional materials that are aligned with the student's learning style. This may include tactile materials, visuals, technology such as videos or games uploaded to a tablet, adapted equipment, and assistive technology. Additionally, teachers will provide parents with ongoing support and training in the instruction of their child, including the use of any specialized equipment or tools, which may be provided in writing, via video or phone conference. Depending on the student's individual needs and IEP, teachers and related service providers may provide parents with individualized materials, such as visuals, work systems, communication devices (high and low tech), manipulatives, and adapted equipment to be used for gross and fine motor activities, to include OT, PT, Adapted PE, or any other program or support.

Expectations for the provision of Homebound or Hospital bedside instruction via remote learning, including asynchronous instruction with synchronous touchpoints, has been included in the SAISD Disability Services Instructional Continuity Plan. These students' services will be delivered in a manner consistent with each student's §504 or IEP paperwork. Students' case managers, in collaboration with district Homebound teachers, will ensure delivery of FAPE via remote services and instruction in alignment with the student's IAP/IEP. Remote instruction may include both synchronous and asynchronous learning, in alignment with the IAP/IEP. The instruction provided will be designed by the home campus teacher of record in alignment with the programs and guidance described above.

Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Teachers will monitor students' progress on a daily basis using Canvas. Student engagement will be monitored through daily assignments in Canvas. Students can access instructional support from teachers through small group or one-on-one support based on engagement, assignment responses, and assessment results. Teachers will provide immediate feedback and/or a lesson re-teach to clear any misconceptions and support students in mastering essential grade levels skills. Teachers will deliver direct instruction during synchronous daily touchpoints, these will be recorded for students to access at a later time as needed. Students will know how and when they can interact with their teachers based on their daily schedule.

Component	Explanation
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What is the expectation for daily student engagement?

Students are required to be engaged with instructional work **daily**. Students are “engaged” when the teacher observes that the student shows progress in online lessons on Canvas and SeeSaw, interacts with the teacher and other students, or submits an assignment for grading. Evidence of the student engagement must be verifiable with a time stamp on Canvas, Zoom or other apps integrated into Canvas. Expectations for daily student engagement with instructional work will be posted online for parents and students.

Additional criteria for engagement is detailed in the [SAISD Remote Learning Engagement Guidelines](#). Click on the image or link for details.

Progress	Engagement Interactions	Analytics/Reports		
<p>Daily Progress in the Canvas Learning Management System, SeeSaw ePortfolios and ClassLink Single Sign-On; OR</p>	<p>Evidence of progress on Canvas LMS and SeeSaw as demonstrated by:</p> <ul style="list-style-type: none"> • Daily submission of assignments (Ex. e-Journals, video recordings, digital annotations, digital uploads, etc.) • Discussion posts • Quizzes/assessments (Ex. Exit Tickets) • External tools such as SeeSaw, PearDeck, Flipgrid, adaptive curriculum*, and other applications <p>Includes work submissions for students using recorded sessions instead of LIVE.</p> <p>*Istation, Lightsail, Imagine Math, Imagine Learning, etc.</p>	<p>Canvas LMS provides a variety of analytics and custom reports at the teacher, school, and district level including:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <p>District Level</p> <ul style="list-style-type: none"> • Last Enrollment Activity • Last User Access • Outcome Export • Students With No Submissions • User Course Access Log • Zero Activity </td> <td style="vertical-align: top;"> <p>Teacher & School Level</p> <ul style="list-style-type: none"> • New Analytics Report • Admin Tools • Custom Reports • Statistics </td> </tr> </table> <p>SeeSaw ePortfolio provides usage reports accessible at the teacher, school and district level.</p> <p>ClassLink SSO provides usage analytics of software by students at the teacher, campus and district level.</p>	<p>District Level</p> <ul style="list-style-type: none"> • Last Enrollment Activity • Last User Access • Outcome Export • Students With No Submissions • User Course Access Log • Zero Activity 	<p>Teacher & School Level</p> <ul style="list-style-type: none"> • New Analytics Report • Admin Tools • Custom Reports • Statistics
<p>District Level</p> <ul style="list-style-type: none"> • Last Enrollment Activity • Last User Access • Outcome Export • Students With No Submissions • User Course Access Log • Zero Activity 	<p>Teacher & School Level</p> <ul style="list-style-type: none"> • New Analytics Report • Admin Tools • Custom Reports • Statistics 			
<p>Daily Progress via Teacher-Student Interactions; OR</p>	<p>Synchronous participation in ZOOM video conferencing in whole class and small group instruction; and office hours:</p> <ul style="list-style-type: none"> • Live Discussion Participation • Live Chat • Teacher Feedback Session • Tutoring Session 	<p>ZOOM participation recorded on Frontline SIS Attendance Daily Reporting</p>		
<p>Completion/ Submission of Assignments from Student to Teacher</p>	<p>Completion and submission of assignments through Canvas LMS or SeeSaw:</p> <ul style="list-style-type: none"> • Document Uploads • Video Submissions • External Tools (Software Applications) • District Formative Assessments, Universal Screener and Diagnostic Assessments • Email <p>Other potential submissions:</p> <ul style="list-style-type: none"> • Mail • Drop off at campus 	<p>Reports and Analytics from:</p> <ul style="list-style-type: none"> • Canvas Learning Management System • SeeSaw • Adaptive Curriculum • Eduphoria Aware • NWEA MAP • Other 		

What is the system for tracking daily student engagement?

Tracking engagement will, at a minimum, follow guidance from TEA and ADA funding method using 3 possible [attendance markers](#):

1. Daily Progress in Canvas, SeeSaw, or other approved software applications.
2. Daily Progress via student-teacher interactions
3. Completion/Turn-in of assignments via Canvas, SeeSaw or other approved software applications

Grades PK-12:

- By default, students are marked "Present-Remote Asynchronous" (PA).
- Teachers take attendance at 4:00 p.m. by monitoring and checking for student "engagement" that day.
- Students that are not actively "engaged" and do not have documentation of completing the minimum targeted activities will be marked absent.
- By 10:00 a.m. the following day, teachers will change students marked absent to PA if the student is reported as engaged in Canvas from 4:00 pm to 11:59 pm the previous evening.
- Clerk or other assigned staff runs the weekly attendance report and reconciles absence discrepancies.

How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?

Apart from teacher-student interactions and assignment submissions, engagement will be tracked daily in Canvas, SeeSaw or other approved applications, through the built-in Progress Markers, using the same process and protocol as is used during on-campus instruction. In addition, students who fall below a 90% attendance for the time that the course is offered will not receive credit for the course, regardless of level of "engagement", consistent with on-campus expectations.

These methods require engagement that is consistent with an on-campus learning environment because they are equivalent to the ways in which students would interact with their teachers and classmates on-campus in terms of duration, learning objectives achieved, activities completed, coursework, and academic feedback. Furthermore, these opportunities for engagement provide evidence that the student is making progress and engaging with their schoolwork daily.

In response to schools remaining open or during temporary closures due to COVID-19, campuses will continue to follow the District's mandatory grading requirements outlined in [Administrative Procedure, E20](#). As such, numerical grades will be taken for grades 2-12. There will not be a difference in grading practices between the In-person model and the remote learning from home model. The top priority of the District will be maintaining a fair and equitable way to reflect your child's mastery in these uncertain times.

What is the system for tracking student academic progress?

Student progress will be tracked daily in Canvas through daily assignments, activities, interaction with a teacher and other markers. In addition, student progress will be tracked through teacher formative and summative assessments, including campus-created weekly and 3-week assessments and district assessments.

The district will also conduct diagnostic assessments (MAP) in reading and math at the beginning, middle and end of year. Based on the data reviewed, all students, including those already being served by programs such as 504/Dyslexia, Bilingual, GATE, Special Education, etc. who are determined to be at risk in reading or math will need to receive academic support based on an accelerated instructional plan (AIP). Using an MTSS tiered approach, the intensity of the support will match the intensity of the need as identified through the MAP diagnostic, historical progress and achievement data, and both qualitative and quantitative input from staff. The student AIP includes goals for the specific concepts and skills that need to be addressed, evidence-based activities and strategies with frequency, duration, setting, and group size for the strategies that will be utilized (aligned to the appropriate tier of support), and progress monitors. Student progress will be documented every month.

What is the system for tracking student academic progress?

As a companion guide to the [MTSS Handbook 19-20](#), [MTSS During Digital Learning](#) guidance was provided to all staff addressing the need to provide at-home intervention support, maintain communication with families, and document students needs, intervention plans, and progress in accordance with TEA guidance. The following documents were created to support MTSS functions during digital learning to ensure clear communication and support staff with adaptations for digital learning:

- [SAISD MTSS Guidance](#)
- [MTSS Key Considerations for Academics & Behavior](#)
- [MTSS Branching Minds & Intervention Strategies](#)

All students received a COVID-19 indicator (tag) in our MTSS platform, Branching Minds, specifying their participation and support needs through the spring of SY19-20. Moving into SY20-21, this provides district and campus level staff the ability to filter by tag to better understand the needs of individual students, classrooms, campuses, and the broader learning community in order to plan for the instructional needs of all students.

Students with disabilities will have their progress tracked in a manner consistent with non-disabled peers. Progress monitoring guidance specific to students with disabilities can be found [here](#). In the case of a student with disabilities who does not perform satisfactorily on a reading instrument, the student's ARD committee must determine the manner in which the student will participate in an accelerated reading instruction program. This guidance is in addition to the TEA Remote Learning Guidance for Progress Monitoring found [here](#). All special educators received this training in August 2020.

[Progress monitoring plans for English Learners](#) are documented by teachers and reviewed by the LPAC committee each 9 weeks. LPAC coordinators and teachers are provided training and guidance throughout the year in progress monitoring.

Parents can be updated on student engagement and progress through Canvas.

Parents can use a pairing code to login as a class observer on Canvas online or through the Canvas app so they can:

- Check Grades
- View Due Dates
- Read Assignment Instructions and Supply Lists
- View Course Calendar
- Communicate with Teachers via Direct Message

Parents can also use the Canvas website and app to set automatic alerts for the following:

- Course grade above
- Course grade below
- Assignment Missing
- Assignment Grade Above
- Assignment Grade Below
- Course Announcements
- Institution Announcements

SAISD has distributed digital devices (iPads and Chromebooks) to each student in the district. We will provide hotspots for parents who do not

have access to the internet. In addition, all of our campuses have WiFi access from the parking lots.

The District has established a plan to address the needs of students who may still face device gaps (e.g. new students) and access gaps (e.g. internet connection issues). For students that do not have a computer and/or internet access at home, there is a non-digital, paper-based version of instructional content, assessments and supports. The campus will implement traditional grading and daily check-ins to measure academic progress in these situations. The expectation is that the student will work on the packet every day, interact with the teacher on the phone every day regarding academic progress, or turn in an assignment. Daily check-ins include phone calls in which the teacher and student can discuss daily progress on paper-based instructional content and assignments, and teachers can provide daily instructional feedback.

In unique cases where the student does not have access to the internet or a phone, campus staff will be assigned to conduct a daily in-person check-in to monitor progress and provide feedback.

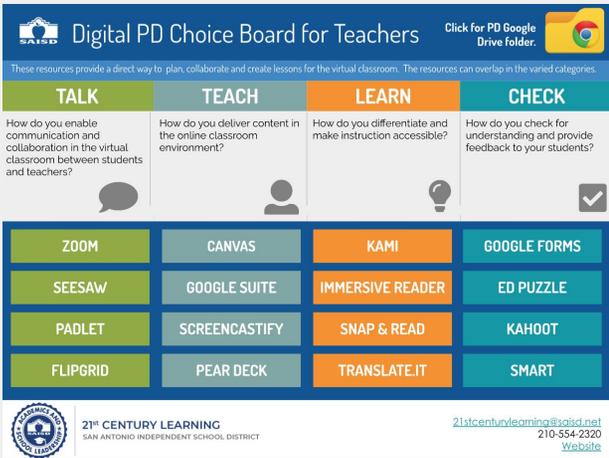
What is the system for providing regular (at least weekly) feedback to all students on progress?

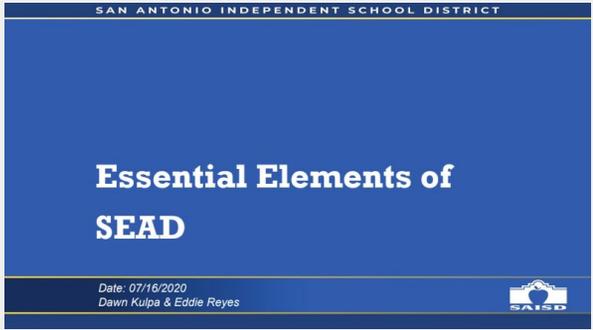
Teachers will provide regular feedback as students submit their work on Canvas or other avenues. Teachers will also provide feedback to students on Canvas at least weekly regarding work activities, discussion posts, completion of self-guided lessons, small group instruction, or meetings with a teacher during office hours. The feedback will be based upon the type of work submitted and be clearly connected to student's progress towards the daily academic learning targets. Teachers will review each individual student's progress and provide intervention where and when appropriate. Teacher feedback is not limited to synchronous instruction; it can be done through discussion forums, chat features, email correspondence and other channels in accordance with what their students may prefer or find most effective.

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

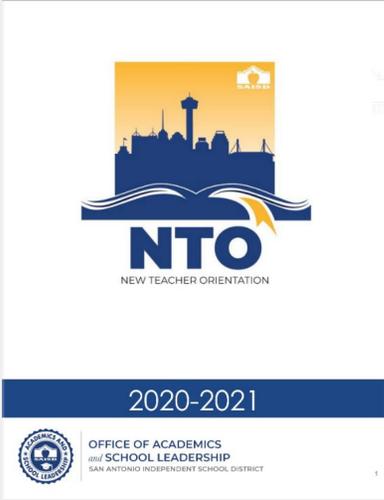
I. Provide a sample Professional Learning Calendar (may vary by campus, grade level, content area, and teacher).

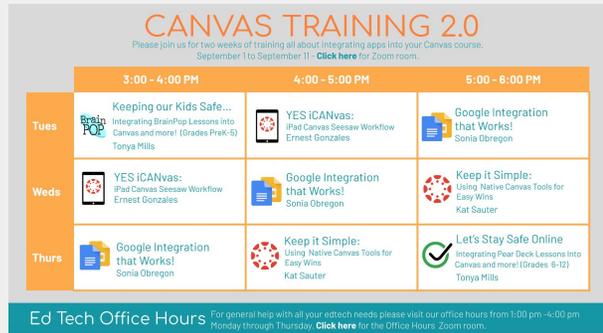
The SAISD Digital Instructional Model aims to assist teachers transition to digital learning by ensuring that targeted professional development is offered and available virtually via Academic departments; a personalized online learning platform, OTIS TEQ; [Technology PD Choice Boards](#), and virtual office hours. Additional information on session offerings can be found in the [Academics' Organizational Learning Website](#). The training opportunities are intended to offer the design elements noted in the table below and the technology tools necessary to construct lessons for online learning. Both the content and technology sessions will demonstrate to teachers how to use technology effectively to teach content, understand how technology can help redress some of the problems that students face in difficult or easy content, and facilitate classmate interactions through collaboration that supports learning.

Time of Year	Key Topics	Key Staff	Follow up Support
<p>April 2020-Current</p>	<p>Personalized Learning Asynchronous Modules for anytime/anyplace professional development.</p> <p>Digital PD Choice Board for Teachers provides self paced training modules for staff to learn key applications for asynchronous student engagement. Available courses include:</p> <ul style="list-style-type: none"> • Zoom • Seesaw • Padlet • Flipgrid • Google Suite • Screencastify • Nearpod • Kami • Immersive Reader • Snap & Read • Translate.it • Ed Puzzle • Kahoot • SMART 	<ul style="list-style-type: none"> • Teachers PK-12 • Librarians • Instructional Coaches • Instructional Specialists • Administrators • Instructional Assistants • Clerical Staff • Parents 	<p>Modules were designed to support learners with interactive software applications applied in the Spring 2020 and in preparation for summer and fall lesson design and instructional programming. This is outlined in the Digital Learning Plan: A Guide to Lesson Design for the Digital Environment.</p>  <p>21st CENTURY LEARNING SAN ANTONIO INDEPENDENT SCHOOL DISTRICT 21stcenturylearning@saisd.net 210-554-2320 Website</p>

<p>Spring 2020</p> <p>Available beginning Spring 2020 and currently still offered</p>	<p>Student and Educator Mental Health and Wellness</p> <p>Our Social Emotional and Academic Development team has provided daily opportunities for staff to engage 15-30 minute self care sessions such as:</p> <ul style="list-style-type: none"> • Writing Letters of Gratitude • Journaling • Guided Meditation • Laughter Yoga • Self Care Community Circles • Stress Relief with Guided Improv • The Human Thread <p>In addition, training for teachers and administrators has been available for:</p> <ul style="list-style-type: none"> • Essential Elements of Social, Emotional, and Academic Development (SEAD) • 3 Signature SEAD Practices • Self-Care During COVID-19 • The Virtual Peace Area 	<ul style="list-style-type: none"> • All District Staff 	<p>Production of resources and professional development will continue for the 2020-2021 academic year.</p> 
<p>June 2- July 16</p>	<p>The Ed Tech & Design Summer PD series included six weeks of three-day mini camps focused on digital learning. Content was selected with an emphasis on applications appropriate for use in asynchronous learning.</p> <ul style="list-style-type: none"> • Adobe Spark • Comic Book Creation • Redesigning Lessons for Online Learning • Personalized Learning with eJournals • Get Creative with Google Slides • Peardeck Interactive Lessons • Coding • Makerspace 101 • Gamify Learning • Goosechase without Goosechase! 	<ul style="list-style-type: none"> • Teachers PK-12 • Librarians • Instructional Coaches • Instructional Specialists 	<p>This training was a follow-up to Spring 2020 online professional development using specific interactive and innovative software that would enhance a transition to digital learning environments in the fall 2020.</p> 
<p>July 10-August 31</p> <p>Canvas</p>	<p>Canvas is a Learning Management System that provides an enhanced user experience for students, families, and teachers. Instructional Staff have received or will receive a series of seven two-hour trainings including:</p> <ul style="list-style-type: none"> • Foundations • Communication and Course Structure 	<ul style="list-style-type: none"> • Teachers PK-12 • Librarians • Instructional Coaches • Instructional Specialists • Administrators • Instructional Assistants • Clerical Staff 	<p>In addition to virtual professional development, the Canvas sessions include personalized learning asynchronous modules available on demand by teachers and administrators. Five of seven sessions have been taught district wide with the expectation to provide a continuation of reinforcement sessions with office hours and expanded session series and parent support sessions throughout the school year.</p>

	<ul style="list-style-type: none"> • Sharing Content • Assignments • Grading and Assessment • Accessibility and Collaboration • Course Quality and Reports <p>Our team is also providing Lunch and Learn Canvas training and regular Office Hours to support teachers in their Canvas implementation.</p>	<ul style="list-style-type: none"> • Parents 	 <p>Part 1: Foundation Canvas Overview Videos Part 2: Communication and Course Structure View Slides Video Part 3: Sharing Content with Canvas Commons View Slides Video Part 4: Assignments, Rubrics, and Outcomes View Slides Video Part 5: Grading and Assessments View Slides Video</p>
<p>July 13-31 Master Teacher JumpStart</p>	<p>Master Teachers utilized their JumpStart time to participate in professional learning and prepare to lead learning for teachers on their campuses to support asynchronous teaching this fall. Training included sessions on:</p> <ul style="list-style-type: none"> • Curriculum Year-at-a-Glance documents, which have been modified to include focus areas and schedules for asynchronous instruction • eJournals • 7 Steps To A Remote Language-Rich Classroom • Peardeck Interactive Lessons • Essential Elements of Social, Emotional, and Academic Development (SEAD) • 3 Signature SEAD Practices • Canvas Course Development • Frontline 	<ul style="list-style-type: none"> • Master Teachers • Instructional Coaches • Instructional Specialists • Department Directors 	<p>Additional training opportunities for all staff will be held throughout the fall semester, virtually when necessary and in person when possible.</p>  <p>Master Teacher Professional Development July 13 - 31, 2020</p> 
<p>July 21-23 July 28-20 Leadership Summit</p>	<p>Leadership Summit includes district and campus leadership teams. Sessions were provided in the areas of:</p> <ul style="list-style-type: none"> • Canvas • Reading Academies • Social, Emotional, and Academic Development and Supporting Mental Health and Wellness • TEA Remote Learning Modules • Frontline • Curriculum Overview and Resources 	<ul style="list-style-type: none"> • Assistant Superintendents • District Department Leadership • Principals • Assistant Principals • Campus Leadership Teams 	<p>Additional training opportunities for all staff will be held throughout the fall semester, virtually when necessary and in person when possible.</p>  <p>Leadership Summit 2020</p> 

	<ul style="list-style-type: none"> • Stakeholder Voices 		
<p>July 27-31 New Teacher Orientation</p>	<p>New teachers (both new to the profession and new to SAISD) participated in a virtual New Teacher Orientation. Topics included:</p> <ul style="list-style-type: none"> • T-TESS • Onboarding the Educational Technology • Interactive Digital Lesson Design • Using Video of Asynchronized Learning • Digital Portfolios for Early Learners • Creativity and Collaboration in Google Suite • FlipGrid Challenge Activities • Hyperdocs • Classroom Management in a Distance Learning Classroom • Content/Grade Level Specific Curriculum and Instruction Sessions • Providing Support for English Learners Remotely • Dual Language Fundamentals • Social, Emotional, and Academic Development (SEAD) 	<ul style="list-style-type: none"> • New Teachers 	<p>Additional training opportunities for all staff will be held throughout the fall semester, virtually when necessary and in person when possible.</p>  <p>The logo for NTO 2020-2021 features a blue silhouette of a city skyline with a yellow sun rising behind it. Below the skyline is an open book with a yellow page. The text 'NTO' is prominently displayed in blue, with 'NEW TEACHER ORIENTATION' underneath. A dark blue banner at the bottom contains the text '2020-2021'. At the very bottom, there is a circular seal and the text 'OFFICE OF ACADEMICS and SCHOOL LEADERSHIP SAN ANTONIO INDEPENDENT SCHOOL DISTRICT'.</p>
<p>July 27-28 Instructional Leadership Academy</p>	<p>In addition to Canvas and Frontline training, the ILA included strands on instructional coaching practices, student centered coaching online, learning targets and success criteria, and teacher clarity. The Academy also examined Effective Instructional Practices in online instruction and culturally responsive pedagogy and SEL practices.</p>	<ul style="list-style-type: none"> • Instructional Coaches • Instructional Specialists • Office of Academics Staff 	<p>Instructional Leadership Academy- The Instructional Leadership Academy (ILA) provides Instructional Coaches and Instructional Specialists professional development to enhance their work with teachers and administrators. Topics include best practice for instructional coaching in remote classrooms, small group instruction, and digital learning. Additionally, these convenings allow for review and revision of curriculum and instruction guidance based on campus and district needs.</p> <p>September 2 September 23 October 28 November 11</p>
<p>August 3 Clerical Academy</p>	<p>Clerical staff were trained on the Frontline Student Information System and received an introduction to Canvas that will support their efforts to answer parent and teacher questions about the platform.</p> <ul style="list-style-type: none"> • Campus Secretaries • Department Secretaries 	<ul style="list-style-type: none"> • Campus Secretaries • Department Secretaries • Clerks 	<p>Additional training opportunities for all staff will be held throughout the fall semester, virtually when necessary and in person when possible.</p>

<p>August 11 Curriculum Day</p>	<p>On Curriculum Day, teachers received position specific training on curriculum, instruction, and assessment for the content area or grade level they teach. Session included:</p> <ul style="list-style-type: none"> Review or curriculum guides modified for remote instruction Best practice for digital delivery Support for English Learners, including newcomers Strategies to meet the needs of students with disabilities Educational Technology 	<ul style="list-style-type: none"> Teachers Librarians Counselors 	<p>In addition to training provided at the campus level, the Office of Academics provided training planned to support asynchronous digital learning and the implementation of curriculum units of study. These supports will continue throughout the academic year.</p> 
<p>September 1-10 Canvas 2.0</p>	<p>Canvas 2.0 is a new series of training for district staff to continue their learning on Canvas features and the integration of Apps.</p> <ul style="list-style-type: none"> Let's Stay Safe Online (Digital Citizenship) Yes, iCanvas 	<ul style="list-style-type: none"> Teachers PK-12 Librarians Instructional Coaches Instructional Specialists Administrators Instructional Assistants 	<p>New training opportunities on Canvas and App integration are available for both personalized and virtual training in support of remote learning using a new learning management system.</p> 
<p>September-December</p>	<p>A variety of professional development opportunities to support remote learning, curriculum integration, instructional planning, etc. Session Groups:</p> <ul style="list-style-type: none"> Clerical Conference Principal and Assistant Principal Professional Learning Network (JPLN) Campus-based PD Instructional Leadership Academy 	<ul style="list-style-type: none"> Teachers PK-12 Librarians Instructional Coaches Instructional Specialists Administrators Instructional Assistants 	<p>Clerical Conference- The Clerical Conferences are designed to provide school and department secretaries necessary training for applications that will support their work. This fall, these sessions will include Frontline, Canvas, and Google Suite. September 4</p> <p>Instructional Assistant Academy- Instructional Assistants receive training specific to the content area and grade level they support. These sessions will include Canvas, Google</p>

- EPIC Saturdays
- PD in PJs
- Tech Tuesdays

Suite, SeeSaw, and other applications being utilized by classroom teachers. Additionally, IAs may elect choice sessions in areas such as social/emotional development, and strategies to support students with disabilities in remote learning.

Principal and Assistant Principal Professional Learning Network (PLN)-

During the leadership PLN, area Assistant Superintendents will work with their principals and assistant principals to review asynchronous learning and to collaborate with others on best practice for student engagement, student achievement, and student social/emotional wellbeing.

- September 8
- October 13
- November 10
- December 1

Campus based PD-

This professional learning day is directed by campus administrators with the support of the Office of Academics.

- October 9

Instructional Leadership Academy-

The Instructional Leadership Academy (ILA) provides Instructional Coaches and Instructional Specialists professional development to enhance their work with teachers and administrators. Topics include best practice for instructional coaching in remote classrooms, small group instruction, and digital learning. Additionally, these convenings allow for review and revision of curriculum and instruction guidance based on campus and district needs.

- September 2
- September 23
- October 28
- November 11

Districtwide Professional Learning Events-

Our district wide professional learning events are conference style experiences where teachers can select PD from a wide variety of internal and external speakers on topics such as instructional best practices, educational technology, strategies for English Learners, support for struggling learners, and social/emotional wellbeing.

EPIC Saturday

- September 19
- October 24

PD in PJs

- November 14
- December 5

II. Describe your professional development for educators to support asynchronous instruction:

Component	Explanation																																																
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>Initial training for teachers and administrators on the Canvas LMS occurred through synchronous, virtual meetings on Zoom. Our Ed Tech and Organizational Learning teams filled more than 11,000 seats in Canvas training sessions in the weeks leading up to the start of school. Training was also available asynchronously through self-paced modules for those who could not attend a real-time session. Support was provided in Office Hours and Night School settings for teachers requesting additional support.</p> <p>The image below represents data collected to track completion of teacher training of the learning management system and readiness for remote learning.</p> <div data-bbox="422 605 1927 1190"> <p>Topic: Canvas Training Sessions (Weeks 1 - 4; 07/20-08/14)</p> <table border="1"> <tr> <td>Total number in Attendance</td> <td>Total Instructional Days</td> </tr> <tr> <td>11,175</td> <td>20</td> </tr> <tr> <td>Last entry on: 8/14/2020 21:54:24</td> <td>Final Date: 8/15/2020</td> </tr> </table> <table border="1"> <caption>Daily Attendance Data</caption> <thead> <tr> <th>Date</th> <th>Attendance</th> </tr> </thead> <tbody> <tr><td>7/20/2020</td><td>574</td></tr> <tr><td>7/21/2020</td><td>556</td></tr> <tr><td>7/22/2020</td><td>551</td></tr> <tr><td>7/23/2020</td><td>564</td></tr> <tr><td>7/24/2020</td><td>514</td></tr> <tr><td>7/27/2020</td><td>774</td></tr> <tr><td>7/28/2020</td><td>1143</td></tr> <tr><td>7/29/2020</td><td>725</td></tr> <tr><td>7/30/2020</td><td>638</td></tr> <tr><td>7/31/2020</td><td>607</td></tr> <tr><td>8/3/2020</td><td>294</td></tr> <tr><td>8/4/2020</td><td>552</td></tr> <tr><td>8/5/2020</td><td>690</td></tr> <tr><td>8/6/2020</td><td>875</td></tr> <tr><td>8/7/2020</td><td>665</td></tr> <tr><td>8/10/2020</td><td>263</td></tr> <tr><td>8/11/2020</td><td>98</td></tr> <tr><td>8/12/2020</td><td>400</td></tr> <tr><td>8/13/2020</td><td>450</td></tr> <tr><td>8/14/2020</td><td>242</td></tr> </tbody> </table> </div>	Total number in Attendance	Total Instructional Days	11,175	20	Last entry on: 8/14/2020 21:54:24	Final Date: 8/15/2020	Date	Attendance	7/20/2020	574	7/21/2020	556	7/22/2020	551	7/23/2020	564	7/24/2020	514	7/27/2020	774	7/28/2020	1143	7/29/2020	725	7/30/2020	638	7/31/2020	607	8/3/2020	294	8/4/2020	552	8/5/2020	690	8/6/2020	875	8/7/2020	665	8/10/2020	263	8/11/2020	98	8/12/2020	400	8/13/2020	450	8/14/2020	242
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In the final weekend leading up to the start of school, Office of Academics staff provided a [Canvas Startup Helpline](#) on both Saturday and Sunday to ensure teachers had the support they needed to implement Canvas with students on Day 1.

CANVAS STARTUP HELPLINE

We are committed to helping teachers have a smooth start to the school year, therefore we are offering optional office hours for teachers from 10:00- 4:00 on Saturday and Sunday, August 15 and 16, and 8:00- 8:00 on Monday and Tuesday, August 17 and 18.

Start Up Resources

Help Topic	Zoom Links	
Creating a Course in Canvas - Setup, Structure, Announcements, Discussions, Assignments, and Pages in Canvas	ZOOM 1	ZOOM 2
Importing Modules (Lessons and Activities) from Commons	ZOOM 1	ZOOM 2
Importing from Google Suite Into Canvas for Assignments	ZOOM 1	ZOOM 2
Editing Imported Modules (Lessons and Activities) by Department	MATH PASSCODE: 744394	E.L.A PASSCODE: 376447
	ECE PASSCODE: ECE2020	SCIENCE PASSCODE: 455431
	DUAL LANGUAGE	ESL WORLD LANGUAGES
	SOCIAL STUDIES HEALTH/PE PASSCODE: 481854	
Fine Arts Teacher Support	ES.MUSIC/CHOIR	THEATRE
	DANCE/VISUAL ART	INSTRUMENTAL MUSIC
Dual Credit Teacher Support	DUAL CREDIT	
CTE, JROTC, LOTC Teacher Support	CTE	
Cross-listing (Collapsing Course Sections)	Office of 21st Century Learning	
Frontline/Canvas (Courses or students are missing, inaccurate, etc.)	Email johannessen1@saisd.net for assistance.	

CANVAS STARTUP RESOURCES



Use the [Canvas Teacher Toolkit](#) to access resources such as the Training FAQs, Continuity Plan, and Digital Resources SMORE. You can also learn more about student and parent access, and how to set up your dashboard.



View this [Beginner Canvas Tips Infographic](#) for helpful tips to Power Up our Canvas course. Embedded links provide step by step directions for some of the most common beginner Canvas questions.



Access the Ed Tech website on the SAISD homepage to review the [Canvas Training](#) videos and slides from the Canvas training sessions held in July and August.



We have organized a [Canvas Quick Start Guide](#) to help you get going, should you need support in setting up your digital classrooms.

For 24/7 support from the Canvas Help Desk call 1-855-829-5893 or chat [here](#).

Ongoing professional learning will continue to be provided in self paced sessions, real-time Zoom meetings, and in person when we are able to meet face-to-face. Participants register for courses in Performance Matters, and are provided links to the meeting and resources to use during the training via Google or email.

Department Office Hours - expanded hours to support teachers and administrators.

[Instructional Coach Weekly Professional Development](#) - Sessions to support campus instructional coaches with extended professional development resources to assist teachers with implementing remote learning.

How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?

Professional development for asynchronous instruction has included skill development, such as learning the new Canvas Learning Management System. It has also included collaboration with other teachers, both on the campus and at other campuses, and with Office of Academics staff to plan lessons, modify and augment existing curriculum guides, and think together about how to schedule and deliver engaging instruction to our students. Training will also include how to implement the asynchronous plan for students without a computer or internet access at home. This includes designing paper-based instructional content, assessments and supports that are TEKS-based.

Teachers have the opportunity to attend work sessions and office hours hosted by the content areas and by educational technology on a regular basis to share plans, troubleshoot areas of concern, and think creatively about solutions to problems that arise. District staff in partnership with campus staff, regularly meet to review data on student progress and achievement, student engagement and attendance, and student self evaluation of emotional health and well being.

In addition, a listing of professional development resources and supports have been organized to anticipate the training needs of teachers in preparation for remote learning. This is not an exhaustive list. Click on image to access resource.



21st CENTURY LEARNING
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

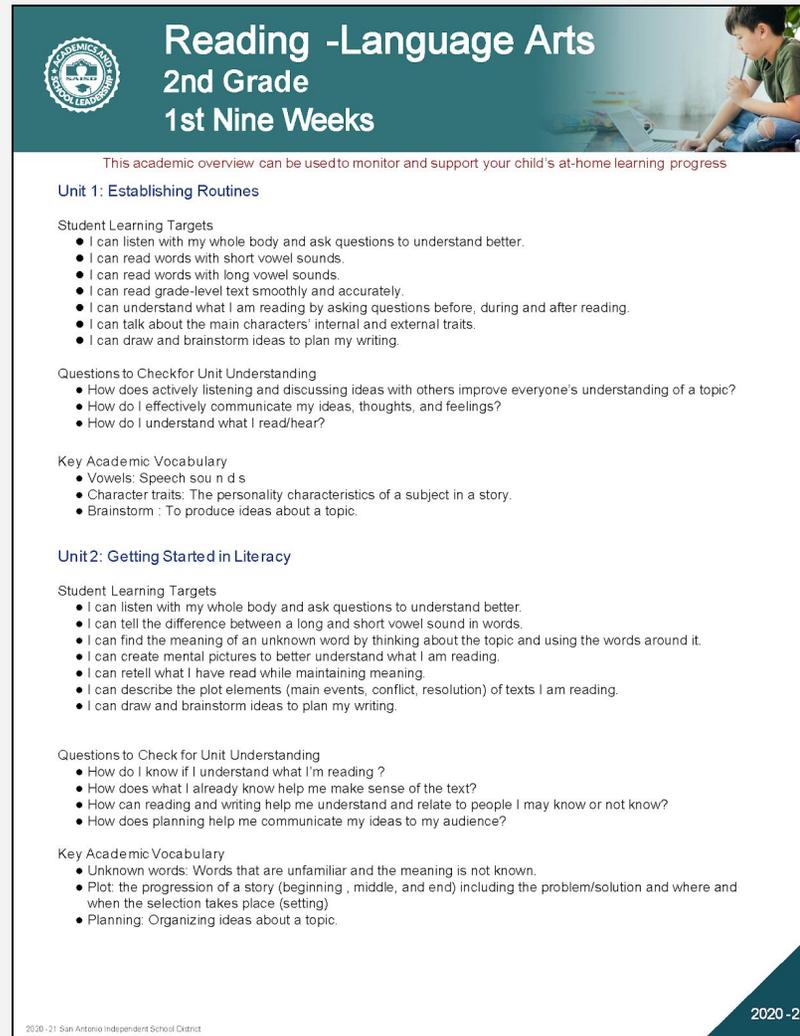
Teacher Training Resources for Virtual Instruction		
Training Topics	Sessions Based on Scenarios	Resources
Online Safety Morning Message Trauma-Informed SEL	<ul style="list-style-type: none"> Synchronous Instruction via Zoom Classroom Communication Expectations SEL for online learning Securing and implementing SEL support for identified students aligned to scenarios 	<ul style="list-style-type: none"> Zoom Best Practices Digital Citizenship Modules (Canvas Commons) Student Code of Conduct F26 Use of Technology Communications F26 Quick Guide SEAD Companion Guide
Digital Systems Self-Help	<ul style="list-style-type: none"> Student Logins & Reset Digital Tools Personalized Learning of Digital Tools Device Management 	<ul style="list-style-type: none"> Ed Tech Support Resources Instructional Resource Catalog Digital Choice Board Canvas Personalized Learning Library Follett (Campus-based) Canvas 24/7 Teacher Help Desk Technology Dept Help Desk
Student Attendance	<ul style="list-style-type: none"> Canvas Synchronous Attendance ClassLink Logins Seesaw Logins 	<ul style="list-style-type: none"> Attendance Process Frontline Attendance Canvas Attendance Features
Grading Guidance	<ul style="list-style-type: none"> Priority assessments Formative and summative assessments Reporting progress to families District assessments 	<ul style="list-style-type: none"> Eduphoria Texas Test Bank Canvas Quizzes Assessment Adm Procedure <i>Adaptive Technology (iStalion, Lightsail, Imagine Math)</i>
Instructional Schedules	<ul style="list-style-type: none"> Synchronous/Asynchronous Schedule Small Group Instruction/Interventions A/B Schedule Time Office Hours/Homework Help 	<ul style="list-style-type: none"> Refer to Academic & Instructional Continuity Plan Digital Learning Plan: Lesson Design
Instructional Models & Delivery	<ul style="list-style-type: none"> Instructional models aligned to virtual learning Introduction of supplemental technology and resources aligned to scenarios 	<ul style="list-style-type: none"> Instructional Frameworks 7 Steps Remote Sheltered Instruction Model for language learners Digital Dual Language Model
Curriculum Resources	<ul style="list-style-type: none"> Content-specific strategies and materials Priority instruction by content 	<ul style="list-style-type: none"> YAG with Focus Guidance Canvas Common Units of Study Instructional Resources
Student	<ul style="list-style-type: none"> Remote Learning Practices & Digital Lesson 	<ul style="list-style-type: none"> Digital Learning Plan: Lesson

I.SAISD has a plan for explicit communication and support of families to support asynchronous work at home.

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Our district webpage has a wealth of resources and information for parents regarding expectations for asynchronous instruction. Included are links to information about Canvas, student meals during virtual instruction, and a tiered plan for students' return to school. The Parent and student page has links to the Back to School Hotline, Attendance Requirements, Parent Training, Student Code of Conduct and resources for the beginning of the school year. Families without computer or internet access at home will receive communication regarding expectations from the District and school via pre-recorded messages, phone calls, text messages, and mailed documents.</p> <p>Additionally, SAISD has hosted multiple Town Hall Meetings with the Community throughout the spring and summer to provide updates as they become available. We have leveraged social media, email, and electronic phone messages as well as home visits when needed to communicate with families about school this fall. Our School Opening and Instructional Continuity Plan provides guidance for families and community members.</p> <div data-bbox="646 688 1709 1490" data-label="Complex-Block"> <p>San Antonio ISD 2020-2021 Attendance Requirements</p> <p>Present</p> <ul style="list-style-type: none"> The student attended class in-person at the school OR The student attended class with the teacher remotely OR The student engaged in class remotely without the teacher OR The student, who normally attends class in-person at school, was absent but did engage in class remotely without the teacher on the same day <p>What is important to remember about attendance?</p> <ul style="list-style-type: none"> Daily engagement is required. Engagement means: <ul style="list-style-type: none"> Direct teacher/student interactions in-person or remotely Submission of completed assignment(s) Demonstration of academic progress in Canvas, SeeSaw, or another approved District application Grades PreK-5 must record attendance daily. Grades 6-12 must record attendance daily for each course. Students must be in attendance 90% of the time the course is offered to receive course credit. <p>Absent</p> <ul style="list-style-type: none"> The student did not attend class in-person at the school AND The student did not attend class with the teacher remotely AND The student did not engage in class remotely without the teacher <p>For additional information, please contact your child's school or call the School Start Hotline at (210) 554-2210.</p> <p>San Antonio ISD Requisitos de asistencia del 2020-2021</p> </div>

What are the expectations for family engagement/support of students?

Families will receive an overview of every nine weeks expected outcome for every grade level and content area.



The image shows a document titled "Reading -Language Arts 2nd Grade 1st Nine Weeks". It features the logo of the Office of Academic and School Leadership on the left and a photograph of a young boy reading on the right. The document is divided into two units: "Unit 1: Establishing Routines" and "Unit 2: Getting Started in Literacy". Each unit includes "Student Learning Targets", "Questions to Check for Unit Understanding", and "Key Academic Vocabulary".

Reading -Language Arts
2nd Grade
1st Nine Weeks

This academic overview can be used to monitor and support your child's at-home learning progress

Unit 1: Establishing Routines

Student Learning Targets

- I can listen with my whole body and ask questions to understand better.
- I can read words with short vowel sounds.
- I can read words with long vowel sounds.
- I can read grade-level text smoothly and accurately.
- I can understand what I am reading by asking questions before, during and after reading.
- I can talk about the main characters' internal and external traits.
- I can draw and brainstorm ideas to plan my writing.

Questions to Check for Unit Understanding

- How does actively listening and discussing ideas with others improve everyone's understanding of a topic?
- How do I effectively communicate my ideas, thoughts, and feelings?
- How do I understand what I read/hear?

Key Academic Vocabulary

- Vowels: Speech sounds
- Character traits: The personality characteristics of a subject in a story.
- Brainstorm : To produce ideas about a topic.

Unit 2: Getting Started in Literacy

Student Learning Targets

- I can listen with my whole body and ask questions to understand better.
- I can tell the difference between a long and short vowel sound in words.
- I can find the meaning of an unknown word by thinking about the topic and using the words around it.
- I can create mental pictures to better understand what I am reading.
- I can retell what I have read while maintaining meaning.
- I can describe the plot elements (main events, conflict, resolution) of texts I am reading.
- I can draw and brainstorm ideas to plan my writing.

Questions to Check for Unit Understanding

- How do I know if I understand what I'm reading ?
- How does what I already know help me make sense of the text?
- How can reading and writing help me understand and relate to people I may know or not know?
- How does planning help me communicate my ideas to my audience?

Key Academic Vocabulary

- Unknown words: Words that are unfamiliar and the meaning is not known.
- Plot: the progression of a story (beginning , middle, and end) including the problem/solution and where and when the selection takes place (setting).
- Planning: Organizing ideas about a topic.

2020 -21

2020-21 San Antonio Independent School District

In addition, family support sessions will be offered throughout the school year. For example, sessions will be offered that support parents in interpreting reading and math MAP reports to better understand their child academic trajectory in both content areas. All parents sessions

	<p>are conducted in both English and Spanish.</p>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>Parents have the opportunity to participate in Zoom sessions to learn about the Canvas LMS, how to use Zoom, Google, and SeeSaw, and other digital applications. Training was offered through our Virtual Family Power Hour throughout the summer. In the week leading up to the first week of school, and during the first few days of asynchronous learning, parents are invited to meet their child’s teacher(s) online via Zoom to see first hand how to access the student Canvas dashboard. Parent training on Canvas was available twice daily (11:00 am and 6:00 pm) from August 13-August 20 in English and in Spanish. A Back-to-School Hotline was established for parents to address login issues, device or internet needs, and other barriers to successful remote learning.</p> <p>Campus administrators, librarians, and instructional coaches were trained to provide support to students and families needing additional assistance with digital learning.</p> <p>Social, Emotional, and Academic Support (SEAD) was provided directly to families through a Social Activities for Family Engagement (SAFE) initiative, including activities such as storytime, word of the week, build a fort night, and more, to promote quality family time with embedded social-emotional skills. A district Counselor Resource Line was established and each campus maintains daily counselor zoom office hours to support student and family needs as they arise and ensure families are connected to the district and community resources they need. Virtual resources such as Virtual Calming Centers and Bitmoji Counseling Centers are available around the clock.</p> <p>Considerations for setting up home learning spaces were provided to families and covered topics such as dedicating space to help students transition to different activities and expectations through the day, establishing a support system so that students know how to ask for assistance, creating a consistent visual schedule to provide a sense of comfort and support new routines, and setting daily goals and celebrations to promote active engagement, productivity, self-advocacy, and mental health and emotional well-being.</p> <p>Campus Administrators, instructional coaches, master teachers, and new teachers were provided pandemic-specific training and resources to support students and families ranging from developmental guides on the signs of anxiety and stress in children to virtual peace areas full of healthy strategies to help students regulate, and SEAD Signature Practices for embedding social-emotional support and skills into every content area during asynchronous learning. Grade-specific daily activities for building connection and relationships and cultivating community were provided to all educators PK-12 for incorporation into asynchronous experiences for students. District SEAD resources include:</p> <ul style="list-style-type: none"> ● SEAD Companion Guide - a robust resource supporting digital learning that addresses the evidence base for learning, student well-being and safety, digital interface considerations, and SEAD Signature Practices. ● Helping Children Cope - a PK-12 developmental guide to student reactions and what adults can do to help. ● First Aid for Feelings (English, Spanish) is a workbook from the Yale Child Study Center and Scholastic that helps kids K-6 cope during the Coronavirus pandemic with activities for processing information and feelings, and strategies for taking care of themselves physically and emotionally. ● A Virtual Peace Area for grades PK-5 (English, Spanish) and a Self-Regulation Area for grades 6-12 that provide healthy strategies for processing and responding to feelings. ● The Self-Care Planning Worksheet supports adults in planning for balance and self-care during this uncertain time. ● Ten (10) tips to Handle Stress During the Pandemic bilingual video for students and families. ● The district launched “The Human Thread” campaign - a prompt to promote connection and community is posted every school day at 8:00 am for students, staff, and community members.

Recipient Data:

Response ID	R_AbV9ltQOyi07Lrz
End Date	2020-09-30T20:39:01Z
IP Address	72.26.41.16

Response Summary:

Texas Partnerships Remote Asynchronous Learning Plan

Texas Partnership Organizations must submit this online application, and submitted plans must be reviewed and approved by TEA, in order to continue receiving funding for asynchronous attendance after the end of the grace period. Texas Partnership Organizations should submit plans by Oct. 1st in order to allow time for review, revisions, and resubmission to occur prior to the end of the grace period.

Q3. Please select your organization from the list below.

- Alamo Colleges District

Q4. Please enter your organization Executive Director's email address.

smann33@alamo.edu

Q5. Your information:

Name	Sara Mann
Role	Director of District Charter Partnerships
Email Address	smann33@alamo.edu

Q6. By selecting "Yes," I attest that I have been authorized to submit this survey on behalf of my organization.

- Yes

Q44. Is this a new submission or a resubmission?

- New submission

Part I: Attestations

Instructional Schedule

By marking "yes," the organization attests that:

Q9.

Teacher interaction with students is predictable and sufficient to support schedule.

- Yes

Q10.

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.

- Yes

Q11.

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.

- Yes

Q12.

Students are provided clear means to engage with academic material on a daily basis.

- Yes

Q13. Student IEPs are followed regardless of learning environment such that students with disabilities receive a Free Appropriate Public Education (FAPE).

- Yes

Q14.

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 Pre-K – 90 instructional minutes
- Full-day Pre-K – 180 instructional minutes
- K through 5th grade – 180 instructional minutes
- 6th through 12th grade – 240 instructional minutes

- Yes

Materials Design

By marking "yes", the organization attests that:

Q16.

Organization has adopted a full, TEKS-aligned curriculum that 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 that consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments

- Yes

Q17.

Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.

- Yes

Q18.

There is a plan to ensure organization-adopted instructional materials are used during instruction and are in the hands of students.

- Yes

Student Progress

By marking "yes," the organization attests that:

Q20.

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.

- Yes

Q21.

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 that occurred that day**
- **Completion and submission of assignments planned for that day**

- Yes

Q22.

Organization has 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)**

- Yes

Q23.

Student feedback is provided from instructor at least weekly in asynchronous learning environments including next steps or necessary academic remediation to improve performance.

- Yes

Q24. School grading policies for remote student work are consistent with those used before COVID-19 for on campus assignments.

- Yes

Implementation

By marking "yes," the organization attests that:

Q26.

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
- Yes

Q27.

Organization provides explicit communication and support for families in order to support asynchronous work at home.

- Yes

Part II: Open Response

1_Q29. 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.*

- 9
- 10
- 11
- 12

1_Q30. Describe the structure of the organization's asynchronous schedule, highlighting any differences by grade level, campus, and/or content area.

Note: If attaching your description, please enter "See attachment" in the text box.

Alamo Collegiate Network is following the SAISD asynchronous instruction plan.

1_Q31. (Optional) Attach a description of the structure of the organization's asynchronous schedule, highlighting any differences by grade level, campus, and/or content area.

N/A

1_Q32. Describe how the organization's instructional materials support its asynchronous environment, including how all students can access instructional materials. Please highlight any differences by grade level, campus, and/or content area.

Note: If attaching your description, please enter "See attachment" in the text box.

Alamo Collegiate Network is following the SAISD asynchronous instruction plan.

1_Q33. (Optional) Attach a description of how the organization's instructional materials support its asynchronous environment, including how all students can access instructional materials. Please highlight any differences by grade level, campus, and/or content area.

N/A

1_Q34. Describe how the organization is tracking student engagement and progress in its asynchronous environment, highlighting any differences by grade level, campus, and/or content area.

Note: If attaching your description, please enter "See attachment" in the text box.

Alamo Collegiate Network is following the SAISD asynchronous instruction plan.

1_Q35. (Optional) Attach a description of how the organization is tracking student engagement and progress in its asynchronous environment, highlighting any differences by grade level, campus, and/or content area.

N/A

1_Q36. Describe specific supports for educators and families to implement effective remote asynchronous instruction, highlighting any differences by grade level, campus, and/or content area.

Note: If attaching your description, please enter "See attachment" in the text box.

Alamo Collegiate Network is following the SAISD asynchronous instruction plan.

1_Q37. (Optional) Attach a description of specific supports for educators and families to implement effective remote asynchronous instruction, highlighting any differences by grade level, campus, and/or content area.

N/A

1_Q38. Would you like to submit separate responses for additional grade levels?

IMPORTANT: You will not be able to return to this page after selecting "No," so please ensure that you have included any necessary attachments.

- Yes

2_Q38. Would you like to submit separate responses for additional grade levels?

IMPORTANT: You will not be able to return to this page after selecting "No," so please ensure that you have included any necessary attachments.

- No

Part II: Open Response

2_Q29. 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.

- 9
- 10
- 11
- 12

2_Q30. Describe the structure of the organization's asynchronous schedule, highlighting any differences by grade level, campus, and/or content area.

Note: If attaching your description, please enter "See attachment" in the text box.

Alamo Collegiate Network is following the SAISD asynchronous instruction plan.

2_Q31. (Optional) Attach a description of the structure of the organization's asynchronous schedule, highlighting any differences by grade level, campus, and/or content area.

N/A

2_Q32. Describe how the organization's instructional materials support its asynchronous environment, including how all students can access instructional materials. Please highlight any differences by grade level, campus, and/or content area.

Note: If attaching your description, please enter "See attachment" in the text box.

Alamo Collegiate Network is following the SAISD asynchronous instruction plan.

2_Q33. (Optional) Attach a description of how the organization's instructional materials support its asynchronous environment, including how all students can access instructional materials. Please highlight any differences by grade level, campus, and/or content area.

N/A

2_Q34. Describe how the organization is tracking student engagement and progress in its asynchronous environment, highlighting any differences by grade level, campus, and/or content area.

Note: If attaching your description, please enter "See attachment" in the text box.

Alamo Collegiate Network is following the SAISD asynchronous instruction plan.

2_Q35. (Optional) Attach a description of how the organization is tracking student engagement and progress in its asynchronous environment, highlighting any differences by grade level, campus, and/or content area.

N/A

2_Q36. Describe specific supports for educators and families to implement effective remote asynchronous instruction, highlighting any differences by grade level, campus, and/or content area.

Note: If attaching your description, please enter "See attachment" in the text box.

Alamo Collegiate Network is following the SAISD asynchronous instruction plan.

2_Q37. (Optional) Attach a description of specific supports for educators and families to implement effective remote asynchronous instruction, highlighting any differences by grade level, campus, and/or content area.

N/A

Part III: Final Attestation

Q40. The organization's Executive Director and the organization's Board attest that this plan is being executed as described, effective no later than the end of the grace period.

- Yes

Q41. Include the date the organization's Board approved the final plan or pre-approved the Executive Director's submission of the plan.

Note: the date selected should be today's date or earlier.

09-30-2020

Q42. The organization's Executive Director attests that this plan has been submitted to the LEAs in which the organization operates.

- Yes

Discussion and Possible Action on the Approval of Alamo Collegiate Network Future Board Meeting Dates

Presented to the Alamo Collegiate Network Board for approval on October 6, 2020

MINUTE ORDER:

“The Alamo Collegiate Network Board hereby approves the schedule for future board meeting dates.”

PURPOSE:

The purpose of the request is to review and approve the schedule of future board meeting dates as defined by Texas Education Agency and 1882 partnership guidelines.

BACKGROUND:

Texas Education Agency guidelines for 1882 partnerships required that the governing board for each partner meet a minimum of three times annually to conduct required board business.

Alamo Collegiate Network is proposing 4 annual meetings to be held on December 15, 2020, April 27, 2021, and on August 24, 2021. These meetings will generally occur on the 4th Tuesday of the month with adjustments for holidays as needed at 5:00 p.m.

Meeting dates are strategically selected to address key board responsibilities in a timely manner including budget approvals, accountability and performance reviews, financial audits, and personnel reviews.

ATTACHMENTS: None

Dr. Mike Flores
Board Chairman

Date