

# *Cayuga ISD*



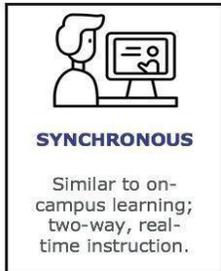
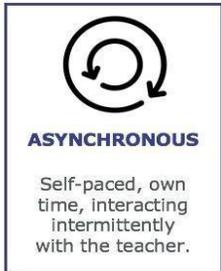
## *Asynchronous Plan*

*2021-2022*

The goal of this plan is to provide ongoing TEKS-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards. We realize that learning will be modified in a remote and digital environment. Cayuga ISD will provide access, resources, and academic learning opportunities for all students in the remote setting through an asynchronous model.

## GUIDING PRINCIPLES

1. Supporting students' academic and emotional wellness while maintaining home and school balance.
2. All students and families will have access to quality educational materials aligned to the TEKS and to the supports needed to successfully access those materials.
3. Empower educators to design learning experiences in order to continually assess and meet the individual learning needs of each student.
4. Educators, students, and parents need support, encouragement, and compassion to ensure their success.



**Asynchronous** instruction refers to self-paced instruction where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. For students engaged in the day, they would be marked as present. Engagement is defined as progress in the Learning Management System (LMS) made that day; Progress from teacher to student interaction made that day; evaluating the completion and understanding of assignments that day.

**Synchronous** instruction is similar to on-campus learning. It is two-way, Real-time, live instruction between students and teachers through the computer or other electronic devices or over the phone. Cayuga ISD will implement the model of Asynchronous Instruction. The LMS in Cayuga ISD will be Google Classroom for grades K – 12.

## METHODS OF IMPLEMENTATION FOR CONSIDERATION

Cayuga ISD will assist the campus staff to teach both virtual and on-campus. As the number of students may change over the course of the year, teacher assignments may also change to accommodate serving each student in either remote or online instruction.

In order to maintain the movement of students between remote and on-campus learning it is paramount that we maintain fidelity in the classroom. As students potentially flow from remote to on-campus or on-campus to remote, our goal is to maintain a consistency in learning so students will maintain growth.

### I. INSTRUCTIONAL SCHEDULE

**Description:** Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that matches or exceeds the following daily minimum across all grade levels. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.

In the event that circumstances change in our community, all Cayuga ISD teachers can pivot to remote learning if needed. From the beginning of the school year, all teachers will design lessons in our LMS for on-campus learners, remote learners, and intermittent learners. There is likely to be student movement across models, and we at Cayuga ISD are prepared to make this as seamless as possible.

### KINDERGARTEN - GRADE 5 Suggested Online Schedule

Kindergarten - Grade 5			Notes
	Time		<p>Students receive <b>240+ minutes</b> of asynchronous instruction each day.</p> <p>Daily schedules are provided to parents and students.</p> <p>Students will attend recorded and live sessions for community building, counselor guidance, and intervention or enrichment. These lessons will allow interaction and relationship connections with teachers. Campus counselors will set up one on-one or</p>
1	8:00-8:30	Student-Classroom Connection	
2	8:30-9:30	Reading Language Arts	

3	9:30-9:45	Break	small group guidance classes to support social and emotional learning.
4	9:45-10:45	Math	Content for core subject areas will be provided through our campus instructional resources.
5	10:45-11:15	Social Studies	
6	11:15-11:45	Science	In grades 3-5, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.
7	11:45-12:15	Lunch	
8	12:15-1:15	Specials	Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.
9	1:15-1:45	1:1 or Small Group Support	
			Attendance will be taken daily in Ascender, as determined through engagement. Grading will be the same as on-campus learning and outlined in our CAYUGA ISD District Handbook and policy.

10	2:00-2:30	Guidance Counseling	<p>The Learning Management System (LMS) for grades 3-5 is Google Classroom with various other educational supplemental programs.</p> <p>Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.</p> <p>Each class will include a <b>3E Model:</b> <i>engagement, elaboration, and evaluation.</i></p> <ol style="list-style-type: none"> <li>1. Engagement- bell ringer, video, etc..</li> <li>2. Elaboration- extending the lesson with technology, or a written response, etc..</li> <li>3. Evaluate- exit ticket, short answer response, written assignment or completion of task etc..</li> </ol>
<p>Asynchronous</p> <p>The instructional materials provided through the Learning Management System will help to address students with disabilities and English Learners.</p> <p><b>Office Hours:</b> 7:20-4:30 M-F Teacher Arrival Time: 7:20AM-4:30PM</p>			

**MIDDLE AND HIGH SCHOOL Suggested Online Schedule**

Grades 6-12			Notes
	Time		Students receive <b>240+minutes</b> of asynchronous instruction each day.
1	7:45 - 8:35	Teacher Connection or Tutorial Time	Daily schedules are provided to parents and students.
2	8:39 - 9:24	Period 2	Students will attend recorded and live sessions for community building, counselor guidance, and intervention or enrichment. These lessons will allow interaction and relationship connections with teachers.
3	9:28 - 10:13	Period 3	Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning.

4	10:17 - 11:02	Period 4	Content for core subject areas will be provided and supplemented by our campus instructional resources.
5	11:06 - 11:51	Period 5	
6	11:51 - 12:19	Lunch / Break	<p>In grades 6-12, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.</p> <p>Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.</p> <p>Attendance will be taken daily in Ascender, as determined through engagement.</p> <p>Grading will be the same as on-campus learning and outlined in our CAYUGA ISD District Handbook and policy.</p> <p>The Learning Management System (LMS) for grades 6-12 is Google Classroom.</p> <p>Each class will include a <b>3E Model: engagement, elaboration, and evaluation.</b></p> <ol style="list-style-type: none"> <li>4. Engagement- bell ringer, video, etc..</li> <li>5. Elaboration- extending the lesson with technology, or a written response, etc..</li> <li>6. Evaluate- exit ticket, short answer response, written assignment or completion of task etc..</li> </ol>
7	12:23 - 1:08	Period 6	
8	1:12 - 1:57	Period 7	
9	2:01 - 2:46	Period 8	
10	2:50 - 3:35	Period 9	
<p>Asynchronous</p> <p>* Appointments can be made by teacher and/or student/parent during teacher connection time to answer questions, remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with your child.</p> <p>The instructional materials provided through the Learning Management System will help to address students with disabilities and English Learners.</p> <p><b>Office Hours:</b> 7:20-4:30</p> <p>Teacher Arrival Time: 7:20AM-4:30PM</p>			

Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day.

Teachers will arrange regular check-ins with students - either one-on-one, small or large group settings such as a zoom meeting. At a minimum, students and teachers will check-in at least once a day and attend the teacher-classroom connection for grades PK-5.

**Additional Support for Students with Learning Needs**

For students with disabilities, CAYUGA ISD will work with students and families to minimize barriers the student may experience in a remote off campus learning setting. Our goal is to create multiple means of engagement to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide affirmative and corrective feedback.

## **II. MATERIAL DESIGN**

**Description:** Cayuga ISD will work to ensure vertical alignment is maintained and teachers are adhering to the TEKS standards. Student's understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year.

### **FEEDBACK TIMELINES**

Daily feedback will be provided through the LMS through student work and assignment completion. Every three weeks progress reports will be provided and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise.

Contact logs will be provided to all teachers to document daily contact using data collected from a Google Form to document engagement for attendance purposes to ensure students are meeting at least one measure of daily engagement.

The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one on one virtual meetings or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be attached in Google classroom with adaptations as needed for individual students, the CAYUGA ISD Learning Management System will be offered by TEA (more information on adaptability will be provided).

### **COHERENCE IN INSTRUCTION**

As the situation of COVID-19 changes in our community, we could adjust our staff according to student need.

Smaller number of students would allow the classroom teacher to use the classroom resources and capture lessons using the Interactive Television, Screen Castify or a similar program. Students would access content through the LMS and designated district-provided devices.

Instructional materials and activities in both options will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.

**LESSON PREPARATIONS**

While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the LMS and audio/video enable students in remote settings to be successful with participating in online learning, completing activities independently, or engaging in classroom projects and participation.

Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom (grades PK-12), or the LMS. To support our students who are served in their special programs, teachers will participate in weekly PLC meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Pre-recorded instructional videos will be uploaded into the LMS. Live teacher assistance will take place through Google Meets between the hours of 7:45 am-3:40 pm and depending on office hours of each teacher. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to the on campus grading system and entered into Ascender promptly. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.

**Students with Disabilities**

For students with disabilities, CAYUGA ISD special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs, 504 plans, IAPs to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
<b>MATH INSTRUCTIONAL MATERIALS</b>					
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for Students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool

Renaissance STAR	Elementary Secondary	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
IXL (with scope and sequence aligned to THL 3.0)	K-12, Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
<b>READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS</b>					
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
Renaissance STAR	Elementary Secondary	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
IXL	K-12, Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
<b>SOCIAL STUDIES INSTRUCTIONAL MATERIALS</b>					
Texas Home Learning 3.0	Elementary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
Studies Weekly	Elementary Middle	Yes	Vocabulary  Learning strategies	Integrates into Google Classroom and SeeSaw	Online and print
<b>SCIENCE INSTRUCTIONAL MATERIALS</b>					

Texas Home Learning 3.0	K-5	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
Year at a Glance, Instructional Focus Documents	6-12	Yes	Adopted instructional materials include teacher guidance for differentiation. Digital materials are 508 accessible.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	N/A (teacher planning tool only)
IXL (with scope and sequence aligned to THL for K-5)	K-12	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool

### III. STUDENT PROGRESS

**Description:** We are expecting skill deficiencies. Although the teachers and learning coaches (parents/guardians or other adults in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. In order to support the foundational understandings of the concepts taught, we are implementing a COVID-19 Implementation Gap Plan. This gap plan is outlined in 4 main areas below: Data Collection, Lesson Design, Interventions and Enrichments, and Support for Students, Teachers, and Families.



#### DATA COLLECTION

Create and administer standards-aligned assessments  
 Quick checks  
 Bell-ringers  
 Exit tickets  
 Formative  
 Progress monitoring

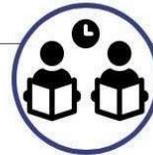
**Mastery Connect, TEA, LMS, IXL, DMAC**



#### LESSON DESIGN

High-quality lessons that are focused on individual student needs and on the mastery of the standards.

**TEKS Resource System, Mastery Connect, PLC practices, Scope and Sequence, TEKS Placemats**



#### INTERVENTIONS AND ENRICHMENT

What I Need (WIN Time); placement in groups by data driven decisions; Study plans

**Assessment Calendars, PLC practices**



#### SUPPORT FOR STUDENTS, TEACHERS, FAMILIES

On-site or virtual learning, social emotional learning by the counselors, technology integration support and training

**Technology Training, Trauma-Sensitive Training, Research Best Practices, and PLC**

#### Student Access

Students will access assignments, including assessments, projects, and communication through the Learning

Management System, Google Classroom is the LMS for grades PK-12. For synchronous teaching, the district will use Google Meets or Zoom. Students are expected to complete assignments on a daily basis to receive attendance for the day. In addition, assignments are to be completed daily. Students will not be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses.

## **DATA COLLECTION**

Cayuga ISD teachers will leverage or adapt and administer standards-aligned, leveled pre-assessments to collect data to be used as a starting point. Using the assessment data, personalized learning pathways will be developed. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. For content areas and grade levels using THL, CAYUGA ISD will leverage the assessments that are included with THL. Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding. Progress monitoring will be tracked and communicated through our Learning Management System. Formative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately paced to correspond with our scope and sequence.

**Resources: Texas Home Learning, Mastery Connect, Texas Education Agency assessments, LMS assessments, IXL, DMAC**

## **ACTIVE ENGAGEMENT**

Active engagement means a student is active in his/her coursework. The student is marked present in each course they are enrolled when the following items have been achieved.

1. Completion of lessons- activities, assessments, projects on a daily basis
2. Attending synchronous (live lessons) for tutoring, intervention, enrichment
3. Or daily contact with the teacher.

A teacher or campus representative will input the student's attendance into Ascender, based on the student's engagement. Course completion is based on demonstration of academic proficiency with passing grades equivalent of 70% or above on a 100 point scale.

## **ASSESSMENT FRAMEWORK**

1. Individual Education Plans (IEPs) will be adhered to in all testing environments.
2. Teachers and school testing coordinators will be trained on how to deliver online assessments.
3. Test security protocols will be put in place in school and remotely.
4. Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Learning Management System.
5. All assessments will guide instruction.

## **LESSON DESIGN**

Cayuga ISD believes that there is no one-size-fits-all approach that will work for every student, class, subject, or grade level. Instead, we will focus on high-quality lessons that are focused on individual student needs and on the state standards.

CAYUGA ISD will create a modified **scope and sequence-based** on the intentional alignment of standards missed as a result of lost instructional time. **High priority/essential state standards** will be identified for each core subject area.

**Resources: Texas Home Learning 3.0, Mastery Connect, PLC common planning, Scope and Sequence, TEKS Placemats**

## **ACADEMIC INTERVENTIONS AND ENRICHMENTS**

Cayuga ISD will serve students in daily small group instruction during Mastery Time to provide students with

support and feedback. Data will determine the level of support and placement in the groupings.

Study plans and student conferences will be used to provide a personalized approach to each student. These practices have been in place for multiple years and proven effective in accelerating student learning.

**Resources: Assessment Calendars, PLC common planning**

## **EDUCATOR, PARENT, AND STUDENT SUPPORT**

Classroom teachers, students, and learning coaches need on-going supports during this time. Campuses will create an On-Site or Virtual Professional Learning team by combining the expertise of the principal, interventionists, and counselors to support the campus staff and families of remote learners and the students on-campus. Parent/Learning Coach support will be provided training on technology integration in the home using Google Classroom. In addition, social and emotional well-being will be provided by campus counselors to students, staff, and families. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families. Professional Learning Community (PLC) practices will provide teachers in different settings (on-campus and remote) with a forum for sharing best practices and support for their peers and students.

Although we know distance learning during the spring was a major challenge for teachers, we also recognize that in many cases the disruption for families has been even greater. Our goal this year is to help parents best support their child, learn how and when to intervene, and provide structure and balance in the home while providing instruction.

**Resources: Technology Training, Trauma-Sensitive Training, Researched Best Practices, and Professional Learning Communities (PLC)**

## **IV. IMPLEMENTATION**

**Description:** The goal of this work is to ensure seamless learning that consists with thoughtful lessons and activities

### **PARENTS/GUARDIANS**

At the beginning of the school year, parents and guardians will be invited to a small group meeting to participate in a hands-on demonstration of *What is a Chromebook and How do I get to Google Classroom?* Our goal is to conduct more training each month and share on our district's Facebook Page. Each session will be developed in a sequence of topics determined by high-interest and parent needs.

Constant communication will flow between our staff and parents through Google classroom, Ascender, our LMS, personal contact from teachers via email, virtual platforms or voice calls. Custom websites have also been developed to help disseminate information to assist in the coordination and continued success for all students. It is paramount that CAYUGA ISD students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods.

**Parent Meeting:** When a student goes from on-campus learning to remote, the campus will attempt to schedule a meeting to review the expectations of remote learning with both the parent and the student. Discussion points will include completing and grading of assignments, who and how to contact support, and attendance requirements for promotion and graduation.

### **TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS**

CAYUGA ISD staff participated in synchronous and asynchronous professional learning technology-related sessions. These sessions were designed to meet their needs and create a stronger remote learning environment.

Topics designed were: **Google Classroom for Beginners, Google Classroom Advanced, Google University, Trauma and Mental Health, and Gamify Your Classroom and Instructional Video Capturing.**

In addition, CAYUGA ISD teachers will engage in ongoing professional learning that is specific to their content area and instructional materials.

## **PRINCIPALS AND OTHER ADMINISTRATORS**

CAYUGA ISD administrators will participate in the following professional learning sessions in order to develop a stronger understanding of remote learning:

- **Excellence in Remote Instructional Delivery** conducted by the Texas Education Agency
- **Designing a Remote School Modules 1-3** conducted by the Texas Education Agency

CAYUGA ISD will work closely with our Educational Service Center - Region VII and other partners to plan support for remote learning.

Principals, teachers, and counselors will ensure the following accountability processes are in place: Adherence to the schedule, Attendance is monitored, Implementation of the curriculum, Grades submitted in a timely manner, Communication with families- attendance, family engagement, and progress monitoring data

## **ONGOING COMMUNICATION/LEARNING**

Professional Learning Community (PLC) planning time is conducted every week for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. This school year CAYUGA ISD will partner with nearby schools in a PLC cohort to focus on teacher and leader knowledge to increase our understanding of mastering the standards, collecting and using data, taking instructional action, and engaging students. With the ability to restructure our staff and their schedules, we can utilize the strengths of our teachers to serve as *trainers-of-trainers* for various focus areas such as *Integrating Technology in the Classroom, How to Create Common Assessments, Video Recordings, Choice Boards, HyperDocs, Collaborative Learning via discussion boards in Google Classroom, and Uploading Assignments.*

Texas Home Learning will provide continuous learning for staff to continue to be proficient in the implementation of home learning.

Job embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies,

**Tools:** Cayuga ISD's main communication tools for parents and students will be the following:

- a. Ascender Call Out for district-wide communication
- b. Google Classroom for teacher-parent-student discussions
- c. For real-time instructional support and delivery of content we will all communicate through Google Meets/Google G Suite (including Gmail, Docs, Classroom, Hangouts)
- d. Public website: CAYUGA ISD will maintain general information on its status for the public on our main webpage at <https://www.cayugaisd.com>.

## **CURRICULUM GAP DOCUMENTS**

All CAYUGA ISD teachers will be provided instructional documents which include the highest leverage standards in each subject by grade level. Other resources include: *TEKS Resource Gap Tool*, which teachers can leverage to identify gaps prior to teaching each THL 3.0 module/unit.

CAYUGA ISD will create a fail-safe process to identify every student who needs interventions or extensions, and then ensure that each student receives the appropriate help in a timely manner. Students who are experiencing difficulty are

required, rather than invited, to utilize our campus support services. Each student's data is looked at individually.

## **RESOURCES TO MAXIMIZE REMOTE LEARNING**

- A. The following are resources provided by CAYUGA ISD to help teachers implement a more thoughtful remote learning opportunity.

▪**Texas Home Learning (THL) 3.0**    ▪**Lead4ward school@home**

B. The following are digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.

- [Google Classroom](#) ▪ [Google Suites](#)

**C. Identifying Internet Providers and Getting Connected**

Cayuga ISD is working to determine families in need of assistance.

**D. Deployment of Student Devices**

Meet-the-Teacher night will provide supports for families. Families will be invited to the school in phases and small groups to check out devices, meet the teachers, and attend small group stations on how best to support and guide their student’s daily learning.

**Meet-the-Teacher**

Arrangement:

Station 1: Demonstration of Google Classroom

Station 2: Deploy Student Devices

Station 3: Meet the Principal - Discussion of Safety Protocols

Station 4: Meet the Teacher

**Student Roles and Responsibilities**

- Establish daily routines for engaging in the learning process.
- Identify a space in home where you can learn and study comfortably.
- Regularly check Google Classroom for assignments.
- Complete assignments with integrity and academic honesty.
- Communicate with the school when you need assistance. We are here to help.
- Submit assignments daily. Assignments cannot be completed all in one day. They must be completed and turned in each day for attendance and credit for the day.

**Parent/Learning Coach Roles and Responsibilities**

- Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning.
- Establish routines and expectations.
- Assist your student in locating a space in the home that is ideal for learning.
- Monitor communication from teachers and school.
- Monitor completion and submission of class assignments daily.
- Take an active role in helping your child process their learning.
- Attend district/campus trainings for implementation supports.
- Use teacher office hours to help strength asynchronous learning.
- Contact teacher, administrators, and counselor for additional needs and supports for student learning.

**Contact Us/Who to Contact**

**For assistance regarding a course, assignment, or resource:**

The relevant teacher

**For assistance regarding a technology-related problem or issue:**

The CAYUGA ISD technology department

**For a personal, academic or social emotional concern:** Your school counselor

**For other issues related to distance learning:**

The principal, assistant principal, or dean of instruction