**Alamo Heights ISD - Curriculum and Instruction Department**

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**Continuous Learning Guidelines**

**AHISD Curriculum and Instruction Department**

We are dedicated to the goal of providing a guaranteed and viable curriculum for all AHISD students.  We believe all students deserve rigorous curriculum and engaging instruction.  Our goal is to provide the leadership, resources, support and professional development necessary to lead all students to high achievement.

**AHISD Administration**

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# Continuous Learning: An Overview

Education is not a place. It is a process that relies on engaging learning experiences and people. In AHISD teachers will *Keep Teaching* and Students will *Keep Learning.*

**Continuous Learning Goal: Develop a multi-level plan for PK-12 instruction that can be easily adapted to quickly changing circumstances.**

AHISD is calling this plan Continuous Learning as opposed to distance or online learning because it relies on both on- and off-line resources and activities. To accommodate unique family schedules, childcare, and home support, all live lessons will be recorded and posted for access at later times.

## Parameters

* Maintains normalcy for students
* Easily communicated to teachers, students, parents
* Easily trained
* Addresses differentiation
* Maintains IEP/504 modifications and services
* Supports high frequency of personal communication between home and school
* Focuses on curricular viability (50% of face-to-face content) and readiness skills.
* Team-focused planning

AHISD is not alone in designing guidelines for continuous, distance, and online learning. A sincere thank you to the American School in Japan and Hong Kong International School for sharing their resources with a wider world-wide audience.

[ASIJ Distance Guidelines](https://sites.google.com/asij.ac.jp/es-distance-learning/home?authuser=0)

# Multiple Levels of Continuous Learning Planning

Level A- Extend spring break: Duration one week.

* + No students
  + Training for Level B Plan

Level B- Continuous Learning: Duration 2-4 weeks

* + Integration of high- and low-tech options
  + Daily synchronous online interactions with staff and students
  + Collaborative learning menus

Level C- Continuous Learning: Duration Semester +

* + Build upon Level B and Reevaluate technology options
  + Introduce new technology options for novelty (engagement) and efficiency
  + Edgenuity for 9-12 credited courses
  + Dedicated website PK-8
  + Nearpod and EdPuzzle, etc.

# Communication

AHISD will continue to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. All of these systems are remotely accessible and will function in an emergency situation. They contain auditing tools that will allow ASIJ to ensure that all students and parents are receiving important communications. The table below describes these systems:

|  |  |  |
| --- | --- | --- |
| **Channel** | **Audience** | **Description** |
| Email | Faculty, staff, parents,  students | Email will be used for all major communications and announcements, including those from the superintendent and campus principals. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well. |
| Google GSuite | Grades 3-12 Students | Google GSuite (including Gmail, Docs, Classroom, Meet, etc.) will continue to be the platform used by most teachers.  For video conferencing in small or large groups, we will use Google Meet. |
| Seesaw | Grades PK-2 students and parents | PK-2 teachers and students will continue to use Seesaw and other communication apps they are already familiar with. |
| Home Access Center (HAC) | Parents and 3-12 students | HAC is the online gradebook for parents to monitor grades and attendance. |
| AHISD Website | General public and AHISD community | AHISD will maintain general information on its closure status for the public |
| Social Media | General public and AHISD community | All notices sent via email will also be pushed out via social media. |

# Ten Guidelines for AHISD Teachers

Education is not a place. It is a process based upon learning experiences and people. In AHISD, educators will keep teaching and students will keep learning.

The transition to continuous learning will not be simple or easy. Teachers will need to think differently about how to communicate, give instruction, and provide feedback; how to design lessons and assignments that are authentic and meaningful; and how to ensure students continue to collaborate and communicate with others. The ten guidelines provided below are intended to help teachers across all campuses and grades reflect on challenges we are likely to confront in shifting to continuous learning.

## 1—Focus on our Profile of a Learner

Our Profile of a Learner centers on developing the whole child. During this quickly changing and unprecedented time, students may be stressed or worried. Before diving into curriculum, take the time to assess your students’ mental, physical, and emotional wellbeing. How are they doing? How are their families? Continue regular class meetings and check-ins with your students.

## 2—Evaluate your students’ conditions for continuous learning

While most students will have reliable online access at home and the necessary devices to engage in online activities and use digital resources, others will not. Teachers should remember that each family’s circumstances will vary. Ask your students (and parents) whether their online access is reliable and what devices the student has available for their use and if they share their devices. Open a dialogue with families and avoid assumptions that all students’ circumstances are the same. Show students images of your personal home work area and encourage students and families to set up a designated school space at home.

## 3—Stick with the familiar

Especially in the first weeks after moving to continuous learning, teachers should continue using existing communication channels and learning routines. In other words, stick with what’s familiar to your students. Teachers should remember that while many students will thrive with distance learning, others will struggle. In the event that the school remains closed for a longer period of time, it may become necessary to explore new or different learning platforms that provide different experiences. In the beginning, stick with the familiar.

## 4—Less is more

Current research suggests that in a distance setting, students are able to complete about 50% of the activities and curriculum covered in a face-to-face setting. This is due to levels of anxiety, engagement, resources, tech glitches, and distractions. One challenge confronting AHISd teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers need to take a less-is-more perspective, including the pacing of lessons and assignments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.

## 5—Seize the moment; embrace new opportunities and possibilities for your students

Years or decades from now, how will your students remember the pandemic that resulted in school closure? While continuous learning should attempt to bring some normalcy and routine to students’ lives, teachers shouldn’t ignore the opportunities resulting from school closure either. Personal journaling and/or other creative writing assignments can help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. For older students the crisis might also provide other real-life opportunities to study scientific phenomena associated with the crisis, how the media is reporting the incident, how governments are responding, and many other opportunities to seize the moment and design new learning experiences for our students.

## 6—Provide space for personalized learning

Continuous learning can provide opportunities for students to personalize what, how, and when they learn. Students can move more flexibility and freely through. Distance learning can also provide students with the opportunity to learn at different paces (i.e. Khan Academy). Be prepared to continue to differentiate the path and pace of learning for students. Additionally, all 504 and IEP instructional modifications and accommodations are still in place.

## 7—Designers of experience; facilitators of learning

In shifting to continuous learning, it is especially important for teachers to think of themselves as designers of experiences and facilitators of learning (as opposed to distributors of knowledge). Distance learning places a premium on a teacher’s ability to think more deeply about how to introduce content, design experiences, and coach students with thoughtful, specific feedback. Keep recorded or live lectures to a minimum and actively engage students in discussion and reflection. This will help students stay motivated and engaged in learning, even when they are not physically at school.

## 8—Design asynchronous learning experiences

When school is closed and students are spread across our Alamo Heights community, teachers can still connect them asynchronously. For example, teachers can use familiar discussion forums or tools like Flipgrid and Padlet to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.

## 9—Design synchronous learning experiences

When it comes to student engagement and learning, relationships matter as much online as they do in person. Plan for daily online synchronous times where your entire classroom is together online. Teachers can also schedule time for small group learning or rotations. Again, we want the experience for students to be as close to normal as possible. Collaboration remains important and there are many ways teachers can foster it through synchronous learning.

## 10—Think differently about planning

Designing online lessons is new for all AHISD teachers, and we are learning together. No one expects our teachers to be experts right away. Designing highly engaging and challenging lessons that promote the mastery of essential knowledge and skills in a continuous learning environment is no easy feat. It requires the power of a team. Additionally, if one teacher in unable to teach for a period of time, there are no subs to step in. This means teams need to be prepared to support each other. While classroom teachers will maintain their own home communication and Google Classroom accounts (3-12), all daily and weekly learning objectives, activities, resources, and due dates should be collaboratively planned by the curriculum team (i.e.- WE 3rd grade or English I GL). Special provisions will be planned for singleton teachers (i.e. Kinder Music or HS Journalism).

# Key Questions to Consider When Designing Continuous Learning Lessons

* Engagement: How can I leverage digital platforms to provide learning experiences rich in engagement, social interaction, and feedback?
* Wellness: How can I help my students manage the worry, fear, or isolation they may be experiencing as a result of this health crisis?
* Priorities: What are the most important understandings and skills I can help my students develop at this time? and How can I help my students construct their own understandings?
* Relevance: What are the authentic learning opportunities that have resulted from this emergency or crisis?
* Differentiation: How can I design learning experiences that address the needs of different types of learners who need different kinds of support and guidance?
* Modifications: Am I ensuring all IEP, 504, and language supports, and accommodations are in place?
* Assessments: How will I assess student learning in meaningful ways?
* Collaboration: Have all objectives, activities, resources, and due dates been collaboratively planned with my team?

# Support for Teachers

The transition to a continuous learning model increases the workload demand on teachers as they learn new methods and technologies, collaborate with peers, teach students, and communicate with families. To support teachers in respect to workload and time demands, Wednesdays are dedicated to planning and collaboration.

Professional development training on instructional design and new technology will be held on Wednesdays.

All daily and weekly lessons will be collaborative designed by instructional teams (i.e., 4th grade WE, English I) so that teachers can support each other in case a teacher is ill or otherwise unable to teach the class. Special provisions will be made for singleton teachers.

Specific schedules are listed below.

## Elementary Teachers PK- 5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Live Classroom Meeting via Google Meet | Live Classroom Meeting via Google Meet | Live Classroom Meeting via Google Meet | Live Classroom Meeting via Google Meet | Live Classroom Meeting via Google Meet |
| 9:00-12:00  Interactive teaching with class, groups, individuals | 9:00-12:00  Interactive teaching with class, groups, individuals | 9:00-12:00  Team Planning  Student Independent Worktime | 9:00-12:00  Interactive teaching with class, groups, individuals | 9:00-12:00  Interactive teaching with class, groups, individuals |
| 1:00 – 3:00  Student Independent Worktime  Special Services (IEP/504)  Asynchronous feedback to students  Posting recorded videos of daily lessons | 1:00 – 3:00  Student Independent Worktime  Special Services (IEP/504)  Asynchronous feedback to students  Posting recorded videos of daily lessons | 1:00 – 3:00  Office Hours  15-minute scheduled phone conferences with parents  Conferences with support teachers | 1:00 – 3:00  Student Independent Worktime  Special Services (IEP/504)  Asynchronous feedback to students  Posting recorded videos of daily lessons | 1:00 – 3:00  Student Independent Worktime  Special Services (IEP/504)  Asynchronous feedback to students  Posting recorded videos of daily lessons |

When not engaged in synchronous learning time, students are expected to work independently or collaboratively on planned learning activities, projects, and homework.

## Secondary Teachers 6-12

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 9:00  1st Period | 9:00  2nd Period | 9:00- 12:00  Team Planning A | 9:00  1st Period | 9:00  2nd Period |
| 11:00  3rd Period | 11:00  4/5th Period |  | 11:00  3rd Period | 11:00  4/5th Period |
| 1:00  6th Period | 1:00  8th Period | 1:00- 4:00  Team Planning B | 1:00  6th Period | 1:00  8th Period |
| 3:00  9th Period | 3:00  Office Hours |  | 3:00  9th Period | 3:00  Office Hours |

Secondary students and teachers face unique challenges in scheduling of multiple courses. To address this challenge, the master schedule is built similar to a university schedule with courses meeting through Google Meet twice a week: Monday/Thursday courses and Tuesday/Friday courses. This class time will consist of a brief teacher led demonstration or mini-lesson followed by discussion and Q/A time. This is design is intentional in preserving the routines and normalcy of face-to-face classes.

When not engaged in synchronous learning time, students are expected to work independently or collaboratively on planned learning activities, projects, and homework.

Teachers will send home an email to parents every week and hold office hours twice a week where parents can sign up for a personal phone call conference.

All lesson plans and resources shared via Google Classroom.

# Early Years (PK-2) Priorities & Considerations

1. The primary tools for communication between teachers and families will be Seesaw and email.
2. Teachers will have scheduled times every day for live lessons via Google Meet. This will include whole-class and small-group instruction.
3. Continuous and distance learning for K-2 students will remain holistically focused on broad language, literacy and mathematics, physical and social-emotional development.
4. Learning activities and experiences will emphasize interaction and creativity. These activities will require minimal technology or specialized materials.
5. The K-2 team will provide parents with recommended activities and experiences targeted at certain skills through a daily Google Slides document. Parents will need to facilitate the learning of the child.
6. It may be necessary for parents to pick up books and materials to support continuous learning lessons.
7. Teachers will call parents once a week for a personal check-in and update on student progress.

## Early Learning Center: Approximate Time Frames for Learning

|  |  |
| --- | --- |
| **Approximate Time**  **Per Day** | **Subject Area** |
| 20+ Minutes | **Literacy Activities, Games & Challenges**  focused on language development, vocabulary, comprehension, and phonological awareness. |
| 20+ Minutes | **Numeracy Activities, Games &** **Challenges**  focused on counting, sorting, and patterning. |
| 20+ Minutes | **Holistically-Focused Activities, Games & Challenges**  Includes social studies and science skills. |
| 20+ Minutes | **Specials (PE, Music, Library, Social Skills)**  to support cognitive, creative, physical, and social emotional development. |
| Flex Learning | Extended time offers opportunities to explore and develop new skills  or pursue sustained or extended projects.  ● Learning new board game or skill  ● Project-based learning  ● Exploring a new interest or passion |

# Elementary (3-5) Priorities & Considerations

1. The primary tools for communication between teachers and families will be Google Classroom, Google Meet, and email.
2. Teachers will have scheduled times every day for live lessons via Google Meet. This will include whole-class and small-group instruction.
3. Students will have both off- and on-screen learning activities designed to engage ES learners in experiences that connect to current curriculum.
4. Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in grades K-2 will need higher levels of support than students in grades 3-5.
5. The 3-5 teams will provide parents with recommended activities and experiences targeted at certain skills through a daily Google Document.
6. It may be necessary for parents to pick up books and materials to support continuous learning lessons.
7. Teachers will call parents once a week for a personal check-in and update on student progress.

## Elementary 3-5: Approximate Time Frames for Learning

|  |  |
| --- | --- |
| **Approximate Time**  **Per Day** | **Subject Area** |
| 30+ Minutes | **Reading** |
| 30+ Minutes | **Writing** |
| 30+ Minutes | **Mathematics** |
| 30+ Minutes | **Science/Social Studies related experiences and/or integrated projects** |
| 30+ Minutes | **Specials (PE, Music, Art, Library, Social Skills)**  Art, Music, PE, Counselors, and Library teachers will provide a range of activities that continue to support the current program |
| Flex Learning | Extended time offers opportunities to explore and develop new skills  or pursue sustained or extended projects.   * Independent and read aloud time * Learning new board game or skill * Project-based learning * Exploring a new interest or passion |

# Junior School (6-8) Priorities & Considerations

1. The primary tools for communication between teachers and families will be Google Classroom, Google Meet, and email.
2. Teachers will have scheduled times twice a week for live lessons via Google Meet. This will include whole-class and small-group instruction. There will be a designated schedule for classes.
3. Students will have both off- and on-screen learning activities designed to engage JS learners in experiences that connect to current curriculum and designed to engage adolescents.
4. Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved.
5. Resources vary by class and lesson, but will include links to textbooks, videos, graphic organizers or cloze passages to complete, scanned material to read and engage with, independent research material via textbooks and our databases, reading materials including ebooks and audiobooks.
6. Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
7. Counselors and advisors are always available to support students with academic, social, or emotional needs.
8. It may be necessary for parents to pick up books and materials to support continuous learning lessons.

## Junior School 6-8: Approximate Time Frames for Learning

|  |  |
| --- | --- |
| **Approximate Time**  **Per Day** | **Subject Area** |
| 30- 45 Minutes | **Seven synchronous classes Monday-Tuesday and Thursday- Friday** |
| 30-40 Minutes | **Advisory lesson every Wednesday** |
| 30+ Minutes | **Independent or collaborative homework** |
| Flex Learning | Extended time offers opportunities to explore and develop new skills  or pursue sustained or extended projects.   * Independent and read aloud time * Learning new board game or skill * Project-based learning * Exploring a new interest or passion |

# High School (9-12) Priorities & Considerations

1. The primary tools for communication between teachers and families will be Google Classroom, Google Meet, and email.
2. Teachers will have scheduled times twice a week for live lessons via Google Meet. This will include whole-class and small-group instruction. There will be a designated schedule for classes.
3. Students will have both off- and on-screen learning activities designed to engage HS learners.
4. Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved.
5. Resources vary by class and lesson.
6. Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
7. Counselors and advisors are always available to support students with academic, social, or emotional needs.
8. It may be necessary for parents to pick up books and materials to support continuous learning lessons.

## High School 6-8: Approximate Time Frames for Learning

|  |  |
| --- | --- |
| **Approximate Time**  **Per Day** | **Subject Area** |
| 30- 60 Minutes | **Seven synchronous classes Monday-Tuesday and Thursday- Friday** |
| 30-40 Minutes | **Advisory lesson every Wednesday** |
| 45+ Minutes | **Independent or collaborative homework** |
| Flex Learning | Extended time offers opportunities to explore and develop new skills  or pursue sustained or extended projects.   * Independent and read aloud time * Learning new board game or skill * Project-based learning * Exploring a new interest or passion |

# Fine Arts and Athletics Priorities & Considerations

# Special Education Priorities & Considerations

# Templates for Lesson Planning Grades PK-5

To ease the burden on families with multiple children, we will all use common templates. PK-2 will use daily template build in Google Slides and shared via normal communication and 3-5 will use daily templates built in Google Docs and shared in Google Classroom. The lesson plans are collaborative planned with the entire instructional team. The objectives, resources, activities, and due dates should be the same in all classrooms. SI and DL may have different resources reflecting language of instruction.

## PK- 2 Google Slides Template

Slide 1- Title Slide with Pictures of Individual Classroom and Teacher

Slide 2- Table of Contents

Slide 3- Literacy

Slide 4- Mathematics

Slide 5- Social Studies and Science

Slide 6- Specials and Social Skills

Slide 7- Other Activities with additional links, activities, and resources for parents.

