



# PISD Elementary Virtual Learning Academy

## Virtual Learning Academy Role of Stakeholders

### STUDENT

- Follow the designated schedule recommended by their teacher complete asynchronous activities assigned
- Turn in schoolwork to the assigned teacher
- Students are responsible for engaging in all parts of the lesson cycle
- Follow all school regulations and guidelines, including dress-code, during in-person and on-line meetings.
- During any face to face virtual learning sessions, students are required to show their face, not an icon, logo, virtual background, picture, etc...(enable video on the device you are using).

### PARENT/GUARDIAN

- Facilitate academic support and encouragement as a learning partner to motivate and guide your student throughout the school year in your role as the home-facilitator
- Ensure your student is on track with assignments and coursework (which includes, but is not limited to: video mini-lessons, lesson activity or assignment, assessments, daily reading, etc...)
- Provide your student with assistance on their day-to-day activities except for designated independent work
- Assist in supporting your student's needs by establishing and managing the daily schedule recommended by the teacher
- Consider creating a designated learning space for your student at home to learn comfortably
- Maintain communication with your student's teacher by phone, email messages, and/or online meetings to create a learning partnership
- Help your student own their learning by providing support and encouragement, while expecting your student to do their part.
- Struggling is allowed and encouraged! The student's struggles allow the virtual teacher to adjust and design individualized instruction for them not only academically, but also socially and emotionally (please communicate with your student's teacher when such times occur if the teacher is not aware). Becoming an independent learner takes practice!

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## Virtual Academy Expectations PreK-5

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In grades Pre-K through 5, our virtual learning model for students requires a partnership with support from encouraging adults at home and the virtual learning teacher. Activities will be designed to ensure that students continue learning at the pace of the current Ponder ISD scope and sequence, as well as develop a love of learning, while gaining the skills essential to their future success. Ponder Elementary will recommend a daily learning schedule for students to follow, as well as require daily individual/small group check-ins with the student's virtual teacher through Google Meet.

ARD/504 committees will determine the unique needs of students who are IEP-entitled in making support and service recommendations for students attending school virtually. The nature of some special education interventions will likely require a more substantial concentration of synchronous supports and services to ensure individual student needs are met.

Ponder ISD expectations for virtual learning to be counted present for the day:

- Complete activities/assignments that are assigned each day
- Students show proof of participation daily by:
  - Submitting work daily through Seesaw or Google Classroom. Assignments could be uploaded as videos, pictures, and/or other activities/lessons assigned by the teacher.
  - Meeting daily with their virtual teacher in one-on-one and/or small group meetings through Google Meet.

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## Instructional Design PreK-5

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The goal of virtual learning is to allow for continued instruction while acknowledging the additional challenges that come without traditional, in-person classroom learning. Parents/Guardians must commit to a partnership with PISD in supporting their student in the virtual learning environment.

### Pre-K-2 Expectations

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

- ★ Video lessons
- ★ Daily Face-to-face instruction/learning with their teacher
- ★ Authentic student work/assignments with timely and relevant feedback for continued progress in learning of the standard
- ★ Hands-on activities which may need an extra pair of at “home” hands
- ★ Choice boards
- ★ Seesaw tasks and turning in of assignments

### **Curriculum**

The following curriculum will be utilized for Pre-K through 2nd grades:

- ★ Prekindergarten: FrogStreet
- ★ K-2 English Language Arts & Reading: Houghton Mifflin Harcourt- Into Reading
- ★ K-2 Math: Reagan Tunstall Digital Guided Math & Pearson enVisionmath
- ★ K-2 Science: StemScopes
- ★ K-2 Social Studies: Studies Weekly

*\*\*Supplemental materials may also be used for each subject.\*\**

### **Grades 3-5 Expectations**

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

- ★ Video lessons
- ★ Daily Face-to-face instruction/learning with their teacher
- ★ Authentic student work/assignments with timely and relevant feedback for continued progress in learning of the standard
- ★ Hands-on activities which may need an extra pair of at “home” hands
- ★ Choice boards
- ★ Assessments
- ★ Project-based learning/assignments
- ★ Google classroom assignments

### **Curriculum**

The following curriculum will be utilized for 3rd through 5th grades:

- ★ 3-5 English Language Arts & Reading: Houghton Mifflin Harcourt- Into Reading
- ★ 3-5 Math: Pearson enVisionmath
- ★ 3-5 Science: StemScopes
- ★ 3-5 Social Studies: Studies Weekly

*\*\*Supplemental materials may also be used for each subject.\*\**

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## **Schedule PreK-5**

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While students participate in PISD's Virtual Academy, time management will be critical for success. Students and teachers must remain in communication regarding daily schedules and assignments. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If your student is struggling with time management, assignments, etc... please contact your student's teacher for support.

Teachers will structure their virtual instructional day to best meet the needs of students. Each day teachers will plan for students to participate in asynchronous learning with synchronous opportunities. Teachers will structure daily individual and/or small group times to differentiate instruction for students. It will be vital for both teachers and parents/guardians to communicate throughout the process to support students in their learning.

For students who are IEP-entitled, progress will be carefully monitored, and ARD/504 committees will convene and make appropriate recommendations to meet individual student needs to assist in the progress towards IEP goals and objectives.

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## **Intervention and Enrichment**

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Additional Intervention and Enrichment time will be scheduled on an as needed basis with the virtual learning teacher and student. Please communicate with your student's teacher if any educational needs arise.