I. M. Terrell Academy
Virtual Parent Meeting

OVERVIEW OF UPCOMING YEAR  AUGUST, 2020
Panther Camp

Panther Camp App:

Panther Camp Zoom:
Virtual instruction for the 2020-21 school year will be robust, organized, and a consistent experience for all students. The following standards will anchor its design and implementation:

- Teachers will have planned availability for students – including scheduled office hours.
- Direct instruction will be delivered by teachers – students will be able to get teacher support when needed, and students will know how and when they can interact with their teachers.
- Students will receive clear, understandable directions on a daily basis on how to use academic materials.
PK-12 virtual instruction will employ an **asynchronous**, or self-paced, model of instruction supported by daily (**synchronous**) interactions.

Synchronous interactions will require students to engage with teachers at specific times and are designed to support a student’s academic and social emotional learning needs.
Asynchronous Learning

All assignments, content, files and discussions are available on digital platforms accessible on a mobile device, laptop or desktop computer;

All pre-assigned work and resources are available to students through Google Classroom (K-12);

Participants are not required to be virtually present at the same time, but daily engagement by students is required;

Pre-recorded videos are the primary delivery method of direct instruction from the teacher;

Periodic synchronous instruction activities guide, support and extend student learning of asynchronous lessons.
Synchronous Instruction

Supports asynchronous lessons by providing lesson guidance, supplemental instruction, and/or enrichment. Examples include guided practice, intervention, small group support, differentiated practice, specific feedback on assignments, progress checks, lesson closure, and additional social emotional learning;

Teachers will provide live instruction, support, and guidance at scheduled, predictable, and posted “office hours”;

Requires student engagement at specific, scheduled times via video conference
Instructional Delivery

Teachers will provide both recorded (asynchronous) and live (synchronous) instruction, guidance and support daily. Individual Education Plans (IEP) for students with disabilities will be followed regardless of learning environment.

**High Schools:** Teachers will design on-line courses with the guidance and support of our Teaching and Learning Department, Curriculum Frameworks, and the use of District resources. Core courses and graduation requirements will be taught directly by a teacher in Google Classroom with daily teacher interaction as well.
Instructional Schedule

Students will be required to engage in instruction for a minimum of 4 hours daily. To support student learning, there will be direct instruction requirements where a student needs to engage with teachers at specific times. Teachers will also maintain identified office hours.

Office hours are designed as additional support and resource for the student and families, not to replace the instructional hours required. Teacher office hours will be planned, predictable, clearly defined, published in advance, and sufficient for student progress. Teachers will deliver direct instruction daily, and students will know how and when they can interact with teachers.

See the virtual bell schedule posted on our campus web page.
# Panther Apprentices: Virtual Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday (A day)</th>
<th>Tuesday (B day)</th>
<th>Wednesday (A Day)</th>
<th>Thursday (B day)</th>
<th>Friday (C day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:10-8:55</td>
<td>1st Period</td>
<td>5th Period</td>
<td>1st Period</td>
<td>5th Period</td>
<td>1st Period</td>
</tr>
<tr>
<td>8:55-9:00</td>
<td>Passing Period/Break</td>
<td>Passing Period/Break</td>
<td>Passing Period/Break</td>
<td>Passing Period/Break</td>
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<td>9:00-9:45</td>
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<td>6th Period</td>
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<td>6th Period</td>
<td>2nd Period</td>
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<tr>
<td>9:45-10:35</td>
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<td>Passing Period/Break</td>
<td>Passing Period/Break</td>
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<td>10:40-11:25</td>
<td>4th Period</td>
<td>8th Period</td>
<td>4th Period</td>
<td>8th Period</td>
<td>4th Period</td>
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<tr>
<td>11:25-12:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
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<tr>
<td>12:00-12:20</td>
<td>CAMPUS Meetings</td>
<td>ADVISORY/CLUBS</td>
<td>ADVISORY/SEL</td>
<td>ADVISORY/CLUBS</td>
<td>ADVISORY/CCMR</td>
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<td>12:20-1:05</td>
<td>1st Period/Office Hours</td>
<td>5th Period/Office Hours</td>
<td>1st Period/Office Hours</td>
<td>5th Period/Office Hours</td>
<td>5th Period</td>
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<tr>
<td>1:05-1:50</td>
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<td>Passing Period/Break</td>
<td>Passing Period/Break</td>
<td>Passing Period/Break</td>
<td>Passing Period/Break</td>
</tr>
<tr>
<td>1:50-2:15</td>
<td>2nd Period/Office Hours</td>
<td>6th Period/Office Hours</td>
<td>2nd Period/Office Hours</td>
<td>6th Period/Office Hours</td>
<td>6th Period</td>
</tr>
<tr>
<td>2:15-3:00</td>
<td>Passing Period/Break</td>
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<td>Passing Period/Break</td>
<td>Passing Period/Break</td>
<td>Passing Period/Break</td>
</tr>
<tr>
<td>3:00-3:45</td>
<td>3rd Period/Office Hours</td>
<td>7th Period/Office Hours</td>
<td>3rd Period/Office Hours</td>
<td>7th Period/Office Hours</td>
<td>7th Period</td>
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<tr>
<td>3:45-4:30</td>
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<td>Passing Period/Break</td>
<td>Passing Period/Break</td>
</tr>
<tr>
<td>4:30-5:15</td>
<td>4th Period/Office Hours</td>
<td>8th Period/Office Hours</td>
<td>4th Period/Office Hours</td>
<td>8th Period/Office Hours</td>
<td>8th Period</td>
</tr>
</tbody>
</table>

## Important Information:
- Students participate synchronously in the morning.
- Students participate asynchronously in the afternoon.
- Teachers will record each lesson and make available in Google Classroom each A/B day.
- C days will be a day to focus on reflection, review, and enrichment.

## Advisory Plan:
- Grade level meetings will occur Mondays during Advisory.
- Students clubs will occur Tuesdays and Thursdays during Advisory.
- Support for Social and Emotional Learning will occur Wednesdays during Advisory.
- Support for College, Career, and Military Readiness will occur Fridays during Advisory.
Technology: Is Your Child Ready to go?

Students and parents will access most lessons and lesson materials through a virtual learning system.

9th-12th grade students and parents will utilize Google Classroom.

Some district resources and instructional applications will also require access through ClassLink.

Students will be issued a district-owned device and “hot spot” for families in need of internet access.
Technology Platforms

Google Classroom is the common virtual learning platform used for grades K-12. All high school grade levels and courses will use it to organize and deliver virtual instruction.

Google Meet is the common video conferencing application K-12 teachers will use to engage students in synchronous activities.
Technology Platform

Google Site will be used to provide more direct communication to parents and families. Every district teacher is required to create and maintain a class Google Site.

General components of site include the following:

- Teacher Bio
- Syllabus or course description
- Teacher schedule and contact information
- Hosts weekly lesson plan uploads
- Communication points for parents
IMT Instructional Curriculum

OnRamps
AP Courses
Honors
Pre-AP

Edgenuity: is a comprehensive content delivery platform. It will have the following uses in high school for Virtual Instruction
Student Progress

Daily, trackable student engagement exists to ensure curricular progress and should be planned in advance. Curricular progress can be measured through any of the following examples:

* Student submission of an assignment

* Required interaction each week via office hours

* Log of student activity in virtual learning system – Google Classroom (9-12)

* Log of student activity on other online instructional materials (Ex. Edgenuity, digital textbook platforms, etc.)

* Phone call logs between student and teacher or student and campus instructional support staff where the conversation primarily concerned assignments and/or student progress

* Email logs documenting written exchanges about assignments and/or progress between student and teacher or student and campus instructional support staff
2. Student progress will be monitored through these digital platforms:

- District and campus level platforms such as Edgenuity, digital textbook applications, etc.
- Benchmark assessments
- Campus and teacher developed formative and summative assessments
- Graded assignments
3. Student progress will be communicated from the teacher at least weekly and includes next steps or necessary academic remediation and enrichment to improve performance. Teacher should provide academic interventions and supports to ensure student growth, academic progress and success.

4. Virtual student work is graded consistent with district guide to grading policies.
Student & Family Support

Campuses will communicate with parents by Outlook district email, Blackboard, ParentLink, and phone. In addition, every district teacher will create and maintain a class Google Site that will be link through the campus fwisd.org website.

General components of teacher’s site will include:

• Teacher Bio

• Syllabus with course description and appropriate standards

• Teacher schedule and contact information

• Hosts weekly lesson plan uploads; Teachers will upload lesson plans and assignments/assessments weekly

Students will be provided with Social Emotional Learning (SEL) strategies and support daily during instructional time and during daily check-ins.
Student & Family Support

1. We will utilize their student supports team to provide ongoing explicit and timely communication to families in order to support virtual learning.

2. We will regularly communicate with parents by Outlook district email, Blackboard ParentLink, and phone

3. Google Site will be used to provide direct communication to parents and families.

4. We will ensure students and families have the resources needed to be successful in virtual learning. Resources include devices, hot spots, access to online instructional applications, and print instructional materials as needed.

5. We will ensure strategies and supports for student and family social emotional wellness.
Student Attendance

Per Texas Education Code, §25.092, students are required to attend at least 90% of their classes (with some exceptions) to receive credit and be promoted.

Virtual Instruction attendance will count in the same manner as on-campus (face-to-face) attendance in satisfying this requirement.

Virtual learning attendance is based on daily engagement, not solely the completion of assignments. To be counted “Present – Asynchronous Instruction” a student must demonstrate daily engagement in assignments.

1. Campus attendance policies and practices are consistent with district attendance policy.
2. Campuses will ensure measures of student engagement are included in the teacher’s daily lesson plans.
3. School wide systems are in place to track and document daily student progress for attendance purposes.
Student Attendance

Attendance for virtual instruction will be taken daily by the classroom teacher in one of three ways. Students will be counted present on days in which they engage in one of these three methods.

1. Students engage in online learning and demonstrates progress with lessons, assignments, and teacher instruction.

2. Students directly interact with their classroom teacher and teacher confirms student engagement for a particular day. Student/teacher interaction can be through multiple methods including telephone or digital means.

3. Students submit an assignment through the learning management system on a particular day.
It is important that students understand that virtual learning attendance is based on **daily engagement, not solely the completion of assignments.** To support student learning, there will be direct instruction requirements where a student needs to engage with teachers at specific times.

**Students will be required to engage in instruction for a minimum of 4 hours daily.**

Teachers will also maintain identified "office hours" at I.M.Terrell Academy in the afternoons. Office hours are designed as additional support and resource for the student and families, not to replace the four instructional hours required.

Schedules for instructional time will be established at each individual campus and by grade levels to ensure we are differentiating to meet the needs of all of our learners. (See I.M. Terrell Virtual Schedule). This schedule will be in compliance with the 225 minimum number of hours of instruction per class per week.

Campuses will create schedules in consideration of the following:
- Core academic courses and electives will be offered at all grade levels.
- Individual Education Plans (IEP) for students with disabilities will be followed regardless of learning environment.
- Students receiving Gifted and Talented service will receive instruction from their campus teacher.

Middle and High Schools: Instruction will be provided daily in all courses per the student’s schedule. Higher Education partners have announced they will offer most Dual Credit Courses virtually.
Grading Expectation

The Texas Education Code 28.0216 and Board Policy EIA (LEGAL) and EIA (LOCAL) state that teachers will not assign a student a prescribed minimum grade. Furthermore, the guidelines stipulate that:

• Grading must reflect a student’s relative mastery of an assignment and that a sufficient number of grades must be taken to support the grade average assigned.

• Guidelines for grading must be clearly communicated to students and parents.

• A student must be permitted an opportunity to redo an assignment or retake a test for which the student received a failing grade.
  ◦ If the teacher fails to notify the parent of the drop in the grade below a 70 at the third week, as required, the student shall be afforded the opportunity to bring the grade up to passing.
For information regarding our return to campus after the district re-evaluates the COVID-19 status, please read the document: "IMT FAQ: In Person Learning Update"

A. All COVID-19 protocols for safety and security of students, teachers, staff and administration.

B. Procedures for entering and exiting the building.

C. Sanitization and Disinfection of all campus facilities.

D. Student traffic between classes, social distancing, mask requirements, cell phones, elevator use, transportation, after school activities and emergency drills.

E. For more information please refer to the FWISD document, FORT WORTH ISD >>FORWARD: THE PLAN FOR RETURN TO LEARNING
Please check out our I.M. Terrell Academy WEB PAGE:

https://www.fwisd.org/IMTerrell

Scroll down to "Quick Links"

Click on "Updated Student Handbook"
Back to (Virtual) School: Tips Parents Can use to Support Students in Virtual Courses

Virtual learning is changing the way that students can learn. Parents and other caregivers offer some of the most critical guidance that students need to be successful in their academic journey. Although virtual learning does come with some unique logistics and additional challenges, parents and caregivers are instrumental in helping their children manage.

Here are tips parents can use to help their child achieve success in virtual courses:
Help Your Child Build a Schedule

One of the biggest draws of virtual learning is the flexibility it offers. That flexibility, though, comes at the price of the structure that the traditional classroom provides. Before your child’s virtual course(s) begins, sit down together and think through what he or she is responsible for accomplishing in his or her virtual courses on a daily or weekly basis, how much time those tasks will realistically take, and what other commitments (sports, arts, work, family engagements, etc.) he or she needs to consider. Once you’ve talked through everything on your child’s plate, help him or her write out a weekly schedule with designated work time for online courses that is posted in a noticeable place, to help keep your child accountable and establish an effective routine.
Set Up a Designated Workspace

For everyone, surroundings make a huge difference in one’s mindset and ability to focus. It is extremely important to put thought into what kind of environment is truly most effective for them and make sure that they have a designated space at home. Think about your child’s personality and needs as a starting point to create a workspace tailored to him or her. If your child thrives on quiet, make sure that he or she has a desk and comfortable chair in the room. If he or she needs a little more interaction and hands-on accountability, a desk or table in the living room or kitchen may be a better option. And, no matter what the workspace looks like, be sure that your child has easy access to the materials and supplies that he or she will need to be efficient, like good headphones; a wireless mouse if he or she will be working on a laptop; and plenty of notepaper, pens, and other office basics.
Flexible Seating Arrangements
Familiarize Yourself with the Virtual Learning Platform

Students taking virtual courses spend their school days immersed in an online program. For parents, taking the time to get familiar with what that platform looks like, how your child is using it, and what resources are available are some of the best ways you can offer support. Be sure to spend time on communication tools available to your child as well, like built-in messaging features, video-conferencing tools like Zoom, or basic phone and email use. Regular communication between students and the teacher is critical in virtual courses.
Nearly all virtual courses require a certain amount of communication back and forth between students and teachers, but these teachers are also available to you. Be proactive about reaching out to them at the beginning of your child’s course to introduce yourself and talk about how you want to partner and communicate (don’t hesitate to use all the forms of communication available to your child, including video conferencing!). If you have questions about the course or concerns about your child’s progress, reach out and discuss them with his or her teacher. And, certainly not least, share successes! You see your child on a very regular basis—the teachers don’t. When you see your child reaching goals, making productive changes, or hitting important milestones, tell the teacher about it—it’s guaranteed that your child will appreciate the positive feedback coming from multiple angles.
Social Emotional Learning

Social and emotional learning (SEL) teaches us to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Together we hope to intentionally cultivate a caring, participatory, and equitable learning environment. To do this, we must actively involve all students and adults in social and emotional learning to promote academic growth.

We want to infuse SEL opportunities into every part of the day — across all classrooms, during all times of the school day. If we do this work together, we develop a learning community that thrives. Research guides us that Trauma informed practices like TBRI help meet basic needs of those around us and builds a sense of ‘felt’ safety. When we feel safe, we trust and we build relationships. We need SEL skills to build meaningful relationships. Restorative practices, and circles especially, offer a powerful means to practice these skills and builds a strong sense of community. We must all be socially and emotionally competent in order to add brave conversations about race and equity within our classrooms and in the school community. Together we can lead our system to elevate the worth and dignity of every student. Let's build a more equitable school system.

As a district, we will produce a monthly calendar of SEL activities to help principals and teachers develop healthy school communities that prepare all students for success in college, career and community leadership. Meeting our District goal requires physical, social, and emotional safety and predictability in the environment. If we can do this, we can focus our energy and mind (resources) on healthy development, wellness, learning, and teaching.
IT'S OK TO FEEL STRESSED. TAKE A BREATH. YOU'VE GOT THIS. YOU CAN DO IT.
Fort Worth ISD is changing the way class rank is calculated. Beginning with students graduating in 2024 (that would be the Freshmen entering this year), class rank will be determined using the 16 highest numeric course grades in the highest weighted categories in the following:

- Four Courses (8 semesters) in Math
- Four Courses (8 semesters) in ELA
- Four Courses (8 semesters) in Science
- Four Courses (8 semesters) in Social Studies

<table>
<thead>
<tr>
<th>Class Rank FAQs</th>
<th>Class of 2021, 2022, 2023</th>
<th>Class of 2024</th>
</tr>
</thead>
</table>
| What courses are included in class rank calculation? | All courses except:  
  - Local credit courses  
  - Correspondence courses  
  - High school courses taken in middle school | Highest weighted grade points in high school in:  
  - Four courses in math (8 semesters)  
  - Four courses in social studies (8 semesters)  
  - Four courses in science (8 semesters)  
  - Four courses in English (8 semesters) |
| Which grading scale is used? | Weighted Grading Scale  
  Tier I - AP, Dual Credit, OnRamps  
  Tier II - Pre-AP, Honors  
  Tier III - All other courses | Weighted Grading Scale  
  Tier I - AP, Dual Credit, OnRamps  
  Tier II - Pre-AP, Honors  
  Tier III - All other courses |
| Are high school courses taken in middle school included in rank calculation? | Never included | Only included if student did not take 4 courses (8 semesters) in each subject area in high school |
| Are credits by examination included in rank calculation? | Excluded | Excluded |
| Are outside entity (Non-FWISD) distance learning/ correspondence courses included in rank calculation? | Excluded | Excluded |
| What courses are included in weighted and unweighted GPA calculation? | All courses except:  
  - Credit by examination  
  - Local credit courses  
  - Correspondence courses  
  - High school courses taken in middle school | All courses except:  
  - Credit by examination  
  - Local credit courses  
  - Correspondence courses  
  - High school courses taken in middle school |
Ferretiz – College & Career Readiness

The Virtual Go Center will be available to all students every Friday during the lunch hour.

Mr. Ferretiz will provide college and career readiness materials, FAFSA information, guest speakers from universities, career guidance, and answer all questions related to college preparation.
Child Nutrition Services

September 8th will begin our remote “Meal Pick Up Service”

October 5 we will re-evaluate our campus meal operation process.
Contact Information

Baldwin Brown, Principal  Email: baldwin.brown@fwisd.org  Phone: 817-815-2100
Kathy Scherler, Associate Principal  Email: kathy.scherler@fwisd.org  Phone: 817-815-2100
Lynsey Charles, Associate Principal  Email: lynsey.charles@fwisd.org  Phone: 817-815-2100
Melanie Maxwell, Post Secondary Success Coordinator  Email: melanie.maxwell@fwisd.org  Phone: 817-815-2139
Nickisha Fowler, Counselor  Email: nickisha.fowler@fwisd.org  Phone: 817-815-2131
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