

Remote Learning Handbook Template

District and School Leadership Teams

Dr. Stephanie Johnson
Deputy Superintendent
Office of School Improvement
August 31, 2020



[Georgia Department of Education COVID-19 \(Coronavirus\) Information](#)



Remote Learning Handbook Template for District and School Leadership Teams

Georgia Department of Education
Office of School Improvement
Division of School and District Effectiveness

This handbook template addresses the infrastructure for teaching and learning. Feel free to modify the template's content and language to match your school's or school district's policies and remote planning process.

The template is based on existing COVID-19 resources from the Georgia Department of Education (GaDOE) and does not represent new or additional guidance.



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Overview

The School and District Effectiveness **Remote Learning Handbook Template for District and School Leadership Teams** is focused on the infrastructure for teaching and learning remotely. It is designed to support schools and districts with planning for learning experiences away from the brick and mortar building.

The Remote Learning Handbook Template is modifiable to meet the needs of schools and districts.

Purpose of the Template

- To provide targeted support to school and district leadership teams on building/revising the infrastructure for teaching remotely
- To assess the school's/district's current technical, instructional, communication, and family engagement structures for engaging students in remote learning
- To establish processes for constructing or revising technical, instructional, communication, and family engagement structures for engaging students in remote learning

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Remote Learning Handbook Template – Sections

9 Sections to aid in creating an infrastructure for Remote Teaching and Learning:

1. Before you Start
2. Technology Connectivity and Devices
3. Teaching and Learning
4. Special Student Populations
5. Communication
6. Extracurricular Activities
7. Family Engagement
8. Additional Resources
9. Sample Instructional Schedules

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01 | Before you Start



Expectations

Ensure a plan is in place that outlines the expectations and responsibilities for district staff, school staff, and students



Goals

Set realistic goals and identify challenges



Parameters

Communicate the parameters of the district's acceptable use policy, parent/student online compact, and attendance procedures for students, faculty, and staff



Transition

Plan for transitioning from virtual schooling to the brick and mortar building

02 | Technology Connectivity and Devices



Technology Inventory

Conduct a technology inventory



Internet Access

Determine internet access at home



Deployment & Collection

Create a deployment and collection plan for digital learning & teaching devices



Technical Support

Prepare for technical support and recovery of devices

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03 | Teaching and Learning



Instructional Schedules

Create instructional schedules for administrators, teachers, and students



Learning Platform

Decide on the technology platform for teachers and students, content delivery methods, lesson planning, and formative assessments/grading



Professional Learning

Plan for job-embedded professional learning



Social and Emotional Learning

Support social and emotional learning

04 | Special Student Populations



Provision of Services

Define and communicate the plans for ensuring the provision of services for students being served through Special Education Services, 504 plans, ESOL, Homeless Children and Youth Program, Neglected and Delinquent Children Program, and Migrant Education Program



Co-Teaching

Support planning for effective co-teaching

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05 | Communication



Communication Procedures

Ensure clear communication procedures about staff availability, family contact information, and district protocols



Service Requests

Create plans to respond to service requests (media center, school counseling, social work, tutors, mentors, school nurse/clinic worker, transportation, meals, and substitutes)

06 | Extracurricular Activities



Expectations

Provide expectations for clubs and performing arts

07 | Family Engagement



Support & Resources

Include plans for parent workshops and directing parents toward resources

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08 | Additional Resources



Research & Resources

Include local, state, and national research and resources

09 | Sample Schedules



Sample Schedules

Include sample schedules for all grade bands

Internet Access at Home

Guiding question(s)

Students

What is the plan for surveying parents/guardians on the availability of internet access at home, including newly enrolled students? What is the plan for helping students who may not have Internet access at home, including newly enrolled students?

Text box for schools or districts to enter their plan or process



[Georgia's K-12 Restart Guide for Connectivity and Devices](#)

p. 4



[Lifeline Program](#)

GaDOE recommends the district contacts the staff identified at each of Georgia's internet service providers regarding options by address and for bulk pricing options.

Communication between Schools and the District Office

Guiding question(s)

School – What is the plan to ensure that faculty and staff members understand and follow the current protocol for contacting the district office to ask questions, communicate issues, and provide information?

Text box for schools or districts to enter their plan or process

Guiding question(s)

District – What is the plan to ensure that the district office follows the current protocol for addressing school questions, issues, and concerns expeditiously?

Text box for schools or districts to enter their plan or process

Sample Schedule – Grades 3-5

LITERACY 9:00 – 9:20	ELA: Use developmental progressions for each grade level in summarizing/ demonstrating understanding of a text (literary and nonfiction texts).	ELA: Compare and contrast characters, settings, or events in a story.	Practice comparing and contrasting, drawing inferences, and referring to text or using text evidence, identifying main ideas and key details (literary and nonfiction texts).	Writing: Use developmental progressions for writing	Writing: Use developmental progressions for writing
Brain Break 9:20-9:30	PE/Music/Art/Media Restroom				
LITERACY 9:30-9:50	ELA: Use developmental progressions for each grade level for story structure and text features.	Vocabulary Building	Language and Listening/Speaking Skills per grade level standards/ developmental progressions	Literacy in Social Studies	Literacy in Science
Math 11:00-11:20	Number Talks/ Skill Development	Number Talks/ Skill Development	Number Talks/ Skill Development	Number Talks/ Skill Development	Number Talks/ Skill Development
Brain Break 11:20-11:30	PE/Music/Art/Media Restroom				
Math 11:30-11:50	Problem Solving/Independent Practice	Problem Solving/Independent Practice	Problem Solving/Independent Practice	Problem Solving/Independent Practice	Problem Solving/Independent Practice

Sample Hybrid Schedule – Grades 6-8

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY
Cohort A Face-to-Face Homeroom	Cohort B Remote Check-in	Cohort A Remote Check-in	Cohort B Face-to-Face Homeroom	Cohort A Face-to-Face Homeroom	Cohort B Remote Check-in	Cohort A Remote Check-in	Cohort B Face-to-Face Homeroom	<p>Teachers should upload or post next week's materials for student access by end of day on Friday.</p> <p>Intentional interventions (MTSS) and remediation for students are expected to be directly engaged. <i>Teachers should coordinate review times based on formative data.</i></p> <p>Family contact time – students who are identified as not connecting with virtual classes must be contacted by the teacher to engage the student and assist in solving access problems that may be preventing the student from engaging. <i>A referral process should be established that supports students with needs.</i></p> <p>Student Teacher Conferences – consider using a schedule</p> <p>Teacher Workday – consider creating guidelines</p>
Face-to-Face Subject 1 60 minutes	Remote ELA 60 minutes	Remote ELA 60 minutes	Face-to-Face Subject 1 60 minutes	Face-to-Face Subject 1 60 minutes	Remote Mathematics 60 minutes	Remote Mathematics 60 minutes	Face-to-Face Subject 1 60 minutes	
Transition	Break	Break	Transition	Transition	Break	Break	Transition	
Face-to-Face Subject 2 60 minutes	Remote PE 60 minutes	Remote PE 60 minutes	Face-to-Face Subject 2 60 minutes	Face-to-Face Subject 2 60 minutes	Remote PE 60 minutes	Remote PE 60 minutes	Face-to-Face Subject 2 60 minutes	
Transition	Break	Break	Transition	Transition	Break	Break	Transition	
Face-to-Face Subject 3 60 minutes	Remote Social Studies 60 minutes	Remote Social Studies 60 minutes	Face-to-Face Subject 3 60 minutes	Face-to-Face Subject 3 60 minutes	Remote Science 60 minutes	Remote Science 60 minutes	Face-to-Face Subject 3 60 minutes	
Transition	Remote Asynchronous learning	Remote Asynchronous learning	Transition	Transition	Remote Asynchronous learning	Remote Asynchronous learning	Transition	
Face-to-Face Subject 4 60 minutes			Face-to-Face Subject 4 60 minutes	Face-to-Face Subject 4 60 minutes			Face-to-Face Subject 4 60 minutes	
Transition			Transition	Transition			Transition	
Face-to-Face Subject 5 60 minutes			Face-to-Face Subject 5 60 minutes	Face-to-Face Subject 5 60 minutes			Face-to-Face Subject 5 60 minutes	
Transition	Face-to-Face Subject 6 60 minutes	Face-to-Face Subject 6 60 minutes	Transition	Transition	Face-to-Face Subject 6 60 minutes	Face-to-Face Subject 6 60 minutes	Transition	
Face-to-Face Subject 6 60 minutes			Face-to-Face Subject 6 60 minutes	Face-to-Face Subject 6 60 minutes			Face-to-Face Subject 6 60 minutes	

Template Uses

User	Tool Use
School Effectiveness Specialist	Coaching tool
District Effectiveness Specialist	Coaching tool
School Leadership Teams	Assessment, planning, refining tool (<i>optional</i>)
District Leadership Teams	Assessment, planning, refining tool (<i>optional</i>)

Task Force Members

Name

Dr. Stephanie Johnson, Deputy Superintendent

Dr. Faya Paul, Director

Amy Alderman, Atlanta Office Program Manager

Dr. Rena Beasley, School Effectiveness Specialist

Shekina Beckham, School Effectiveness Specialist

Tony Childers, School Effectiveness Specialist

Ron Fuss, School Effectiveness Specialist

Dr. Daundria Phillips, School Effectiveness Specialist

Tammy Selman, School Effectiveness Specialist

Sharquinta Tuggle, Professional Learning Program Specialist

Dr. Debra White, District Effectiveness Specialist





**Offering a holistic education to
each and every child
in our state.**

Stephanie S. Johnson, Ed.D.

Deputy Superintendent

Office of School Improvement

Office Phone: (404) 661-7277

Cell: (678) 326-2778

stjohnson@doe.k12.ga.us

www.gadoe.org/SchoolDistrictEffectiveness

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