

# 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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## Before you Start

### School or District Vision

### School or District Mission

### Purpose

### Calendar

What is the student calendar for the current school year, including holidays and progress/grade reporting periods?

What is the faculty and staff calendar for the current school year, including teacher workdays, progress/grade reporting periods, and holidays?

## District Expectations and Responsibilities

What are the district expectations for teaching and learning remotely? What personnel or district department is responsible for essential functions of remote learning?

Position/Role	Expectation	Name	Contact Information

## School Expectations

What are the expectations for educators during remote learning?

Position/Role	Expectation
Administrators	
Teachers	
Media specialists/clerks	
School counselors	
Instructional coaches	
Technology specialists	
Paraprofessionals	
Substitute teachers	
Family Engagement liaisons	
Itinerant teachers	
Interpreters	
Other staff	

## Student Expectations

What are the expectations for students during remote learning? What are the expectations for parents/guardians during remote learning?

Position/Role	Expectation
Student	
Parent/guardian	

## Realistic Goal Setting

What are the goals for teaching and student learning? Are the goals realistic for remote learning?

## Challenges

What problems or challenges are educators and students facing with the transition of teaching and learning to remote learning?

## Policies and Ethics for Educators-Technology

What is the district's Acceptable Use Policy? What programs are students, faculty, and staff permitted to use? How will faculty and staff complete training on digital citizenship, if required?

## Parent/Student Online Learning Compact

How will parents grant permission for their student(s) to use the school's/district's technology and equipment, including a device user agreement before the start of remote learning? How will students complete training on digital citizenship, if required?

## Attendance

What are the student attendance procedures? How will teachers record student attendance?  
*Refer to the district's attendance policies.*

What are the educator attendance procedures? How will the school record faculty and staff attendance?  
*Refer to the district's attendance policies.*

## Remote Learning Transitions

What will be the transition plan for moving from virtual school back to the brick and mortar building? What factors will need to be addressed for students and teachers? If a student was given a choice and chose virtual instruction, what will be the policy/process that will be enacted if the student does not fulfill expectations of virtual instruction?

# Technology Connectivity and Devices

## Technology Inventory

### Students

Will technology devices be available for students to check out for instructional purposes? How will student connectivity be determined (refer to [www.lifesupport.org/national-verifer](http://www.lifesupport.org/national-verifer))? For those students with connectivity issues, how will the school/district provide access to Wi-Fi and/or elicit the help of local businesses to do so?

Position/Role	Access			
	District-issued computers	Internet (Wi-Fi, hotspots)	LMS*	Other
Grades K-2 students				
Grades 3-5 students				
Grades 6-8 students				
Grades 9-12 students				

\*Learning management system

### Teachers

Does every educator have a device at home? Does every educator have connectivity? Does every educator have access to essential technology programs? What will the school provide for educators who do not have personal technology to use at home for instructional implementation?

Position/Role	Access					
	District-issued computer	Internet (Wi-Fi, hotspots)	LMS*	SIS**	Curriculum documents	Other
Administrators						
Teachers						
Media specialists/clerks						
School counselors						
Instructional coaches						
Technology specialists						
School social workers						
Paraprofessionals						
Family Engagement liaisons						
Itinerant teachers						
Interpreters						
Other staff						

\*Learning management system

\*\*Student information system

	<a href="#">Georgia's K-12 Restart Guide for Connectivity and Devices</a>	pp. 5-7
	<a href="#">GaDOE Annual Technology Inventory</a>	

## Internet Access at Home

### Students

What is the plan for surveying parents/guardians on the availability of internet access at home, including newly enrolled students? For example, how many families subscribe to an internet service at home? How many families have access to an internet service, but do not subscribe? What is the plan for helping students who may not have internet access at home, including newly enrolled students?

### Faculty and Staff

What is the plan for surveying faculty and staff members on the availability of internet access at home? What is the plan for supporting faculty and staff members who may not have internet access at home?

	<a href="#">Georgia's K-12 Restart Guide for Connectivity and Devices</a>	p. 4
	<a href="#">Lifeline Program</a>	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.

## Deployment and Collection of Digital Learning & Teaching Devices

### Students

How will the school/district prepare technology assets for distribution, including preloading applications, inventorying, updates, and firewalls? How will the school/district monitor use? How will the school/district collect devices? What is the plan for distributing devices to students new to the school/district? What is the process for collecting devices from students who withdraw from the school/district?

### Teachers

How will the school/district prepare technology assets for distribution, including preloading applications, inventorying, updates, and firewalls? How will the school/district monitor use? How will the school/district collect devices? What is the plan for distributing devices to educators new to the school/district? What is the process for collecting devices from educators who leave the school/district?

### Updating and Repairing Devices

What is the plan for updating and repairing devices? What is the plan for faculty & staff, students, and parents/guardians to submit repair requests? What is the plan for communicating the process for submitting repair requests to faculty & staff, students, and parents/guardians?

### Lost, Stolen, and Damaged Devices

What are the district's procedures for addressing lost, stolen, or damaged devices issued to educators and students? How will educators and students report lost, stolen, or damaged devices?

### Accessibility Considerations for Special Student Populations

What technologies are needed for implementing student accommodations? How will the school/district prepare, distribute, monitor use, and collect technologies?

	Accommodations	
	Technologies	Distribution, Use, Collection
Students with disabilities/504		
English Learners		
Homeless Students		
Migratory Students		





## Technical Support

What are the procedures for providing technical support to both students (including parents) and educators? How will students and teachers request technical support?



## Safety and Student Privacy

### FERPA

What is the district's process for ensuring privacy of student educational records as required under FERPA and state laws? What is the policy for parents' right to know? What is the policy for mandated reporting? How will teachers be trained on mandated reporting indicators through the virtual setting?

What type of software does the district allow teachers and students to use? What are the platforms' privacy policies and terms of service? What vetting of instructional software is in place?

What is the plan for implementing 504 Plans through a virtual setting? What is the process for gathering and maintaining documentation of 504 Plan implementation in a virtual session?

## Remote Learning Handbook Template for District and School Leadership Teams

What processes will be used to plan for IEP meetings and parent/guardian engagement in a virtual setting? What is the plan for sharing/distributing accommodations outlined in each student's Individual Education Program (IEP) in a virtual setting? What is the plan for monitoring the implementation of accommodations in a virtual setting?

What policies or plans are in place by the district regarding visitors, including parents/guardians in a virtual classroom? What is the policy regarding sharing existing digital/virtual lessons or digital/virtual instructional materials?

What is the plan for implementing parent engagement opportunities through the virtual setting?  
See **Before You Start** section.



[FERPA and Virtual Learning](#)



[Georgia's Restart Guide for Distance Learning & Professional Learning: Safety](#)

p. 6

### District Policy

How will both schools and the district address students who violate district policies, specifically around student use of technology, including sharing passwords and academic dishonesty?

## Teaching and Learning

### Instructional Schedules

#### Teachers

What are the daily and weekly time expectations for teachers? What is the schedule for teachers?

#### Academic/Instructional Coaches

What are the daily and weekly time expectations for academic coaches? What is the schedule for academic coaches?

#### Students

What are the daily and weekly time expectations for students? What is the schedule for students?

*The last section of the document includes sample instructional schedules. You may click on the links below for easy access.*

 [Sample Elementary School Schedule \(GR K-2\)](#)  
[Sample Elementary School Schedule \(GR 3-5\)](#)  
[Sample Middle School Schedule – Virtual Model](#)  
[Sample Middle School Schedule – Hybrid Model](#)  
[Sample High School Schedule – Virtual Model \(4 x 4 Block\)](#)  
[Sample High School Schedule – Virtual Model \(A/B Block\)](#)

 [Georgia's Restart Guide for Distance Learning & Professional Learning: Scheduling](#) p. 5

### Administrator Schedules and Observations

How will administrators observe virtual classrooms to identify what is working well for students and teachers? What is the schedule for observing virtual classrooms?

## Technology Platform for Students and Teachers

### Students

How will students participate in assigned courses? What is the plan for students to access instructional materials? Will students have a universal login or minimal logins?

See also **Student Expectations** under **Before you Start**.

### Teachers

What is the plan for teachers to distribute instructional materials? Will teachers have a universal login or minimal logins for instruction?

## Content Delivery

What mode of delivery will teachers use to engage students in the learning process? What are the expectations around using the identified mode of delivery?

<b>Synchronous delivery</b>		
<i>All classes</i>		
Delivery & Support Considerations: How will special education teachers, EIP teachers, and REP teachers deliver instruction to students using a synchronous learning model? How can paraprofessionals support synchronous learning?		
<b>Co-taught classes</b>	<b>EIP</b>	<b>REP</b>
<b>Asynchronous delivery</b>		
<i>All classes</i>		
Delivery & Support Considerations: How will special education teachers, EIP teachers, and REP teachers deliver instruction to students using an asynchronous learning model? How can paraprofessionals support asynchronous learning?		
<b>Co-taught classes</b>	<b>EIP</b>	<b>REP</b>

	<a href="#">Georgia's Restart Guide for Distance Learning &amp; Professional Learning: Digital learning technologies &amp; non-digital alternatives</a>	p. 10
	<a href="#">Georgia Virtual School Professional Learning</a>	

### Collaborative and Lesson Planning

How will teachers plan for instruction? What process is needed for teachers and paraprofessionals to plan for co-taught classes and other classes with multiple personnel? What are the school's/district's expectations for collaborative planning?

*Refer to the Collaborative Planning Process Guide for vital practices in both face-to-face and virtual environments (i.e., agendas, minutes, and calendar of meetings).*

	<a href="#">Computer Science Resources</a>		<a href="#">Career, Technology, and Agriculture Education Resources</a>
	<a href="#">English Language Arts Resources</a>		<a href="#">Fine Arts Resources</a>
	<a href="#">Mathematics Resources</a>		<a href="#">Health and Physical Education Resources</a>
	<a href="#">Science Resources</a>		<a href="#">World Languages Resources</a>
	<a href="#">Social Studies Resources</a>		

### Formative Assessments and Grading

How will teachers formatively assess students' understanding of the content standards and monitor student progress? What are the district's expectations around formative assessment? What are the districts expectations for grading during remote learning? What processes are in place to support students who are not making sufficient progress?

	<a href="#">Georgia's Restart Guide for Distance Learning &amp; Professional Learning: Establish an academic baseline</a>	pp. 8-9
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### Learning Intentions

What are the priorities for student learning in each course? What are the school’s expectations around pacing in remote learning? Is the pacing realistic? Consider learning goals to address remediation and enrichment needs. *Remember to reference [Content Weights and Achievement Level Descriptors](#).*

Course	Student Learning Intentions
Course A	
Course B	
Course C	
Course D	
Course E	
Course F	
Course G	
Course H	

	<a href="#">Georgia’s Restart Guide for Distance Learning &amp; Professional Learning: State-wide system for coherence instructional resources.</a>	pp. 6-8
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### Interventions

How will teachers provide academic interventions to students? What are the district’s expectations for providing tiered academic interventions to students?

### MTSS Teams

What is the plan to prepare Data-Based Decision-Making teams for successful, routine review of data to determine student growth and rate of improvement toward academic goals? What is the process for acting on data to inform curriculum, instruction, and assessment? What is the expectation for remote engagement of parents/guardians and students? How will the implementation of Evidence-Based Practices and High-Leverage Practices (HLPs) be monitored for effectiveness?

	<a href="#">Georgia’s Restart Guide for Distance Learning &amp; Professional Learning: Target interventions and supports.</a>	p. 9
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## Advanced Placement®

(High school only)

What are the expectations for teaching and learning in Advanced Placement® courses during remote learning? What supports will both teachers and students need for teaching and learning in Advanced Placement® courses?

What is the plan for using AP® Classroom? What supports are needed to set up AP® Classroom for all students enrolled in an AP® course? How will teachers be provided professional learning on how to effectively use AP® Classroom to help students master the content?



### [AP® Classroom](#)

AP® Classroom provides digital resources, including progress checks to help students improve their performance throughout the course.

## International Baccalaureate

What are the expectations for teaching and learning in International Baccalaureate® courses during remote learning? What supports will both teachers and students need for teaching and learning in International Baccalaureate® courses? What is the plan to support both teachers and students with internal International Baccalaureate® assessments? What is the plan to support both teachers and students with external International Baccalaureate® assessments?

## Middle School Students Enrolled in High School Courses

What is the plan for providing support to middle school students that are enrolled in high school courses? What additional resources will the students need? What is the process for students and parents to communicate concerns to the school?

## Students Enrolled in both Virtual and Brick & Mortar Schools

What is the plan for providing support to students who are enrolled in courses in both virtual and brick and mortar schools? What additional resources will the students need? What is the process for students and parents to communicate concerns to the home school?

## Career, Technical, and Agricultural Education & Work-Based Learning

*(Middle and high schools only)*

### Career, Technical, and Agricultural Education

How will students engage in career, technical, and agricultural education (CTAE) courses? How will teachers deliver content in CTAE courses? What supports will both teachers and students need for teaching and learning in CTAE courses? How will students participate in CTAE internships that are required for course credit?

### Work-Based Learning

*(High school only)*

How will teachers engage with students enrolled in work-based learning? What supports will both teachers and students need around work-based learning during remote learning? What communication will be implemented between the school and the work-based learning entity?

### Community Service

*(High schools only)*

What is the plan for engaging students in required community service during remote learning? What supports will both teachers and students need regarding community service during remote learning?

## Dual Enrollment

*(High school only)*

What is the plan for supporting students enrolled in dual enrollment, specifically during remote learning?

## Social and Emotional Learning (SEL)

How will the school/district build emotional well-being into the curriculum and/or general educational programming? Who is responsible for periodic check-ins as well as addressing the SEL needs of students and parents? How will these efforts be communicated to stakeholders? What is the plan for providing periodic workshops and resources on SEL to parents? If the school has a mentoring program, what is the plan for using the mentors to help address the social and emotional needs of specific students?



[Georgia's K-12 Restart Working Group: Mental Health and Wellness](#)

pp. 16-17

## Professional Learning

What professional learning will educators need to pivot instruction away from the physical school building to remote learning? How will the school/district implement job-embedded professional learning based on specific needs and through flexible scheduling?



[Georgia Virtual School Professional Learning](#)



[Teacher Assessment on Performance Standards \(TAPS\): Remote Learning Professional Learning Resources](#)

## Special Student Populations

### Special Education/504

#### Instructional Schedule

What are the daily and weekly time expectations for special education teachers and paraprofessionals? What is the schedule for special education teachers and paraprofessionals? What is the plan for ensuring the provision of services as outlined in each student's Individualized Education Program (IEP)?

#### Communication with Parents/Guardians

What is the communication plan for informing parents on the expectations and process of remote learning? What is the process for parents to communicate individual concerns?

#### Student Progress Monitoring

What is the plan to assess the individual performance of students with disabilities to determine a progression or regression of learning for informing instruction? What is the plan for progress monitoring of IEP goals and objectives?

#### IEP Teams

What is the plan to prepare IEP teams for engaging parents/guardians and students in the IEP process remotely? What is the plan for ensuring that Initial Evaluations, Re-evaluations, and IEPs are completed within the state and federal guidelines and timelines? Who will conduct periodic compliance reviews to ensure documents are in alignment with state, federal, and district expectations?



[Georgia's Optional Distance Learning Plan Guidance Template](#)



[Georgia's Restart Guide for Distance Learning & Professional Learning: Special education interventions and supports.](#)

pp. 8-9

### Hearing Impaired

What is the plan for ensuring the provision of services is being met as outlined in each student's Individualized Education Program (IEP)? How will service delivery be monitored?

### Visually Impaired

What is the plan for ensuring the provision of services is being met as outlined in each student's Individualized Education Program (IEP)? How will service delivery be monitored?

### Speech Therapy

What is the plan for ensuring the provision of services is being met as outlined in each student's Individualized Education Program (IEP)? How will service delivery be monitored?

### Occupational Therapy/Physical Therapy

What is the plan for ensuring the provision of services is being met as outlined in each student's Individualized Education Program (IEP)? What is the plan for training parents on techniques to be implemented within the home environment? How will service delivery be monitored?

### Professional Learning

What professional learning will new and returning special education educators and paraprofessionals require to transition to remote learning? How will the school/district implement job-embedded professional learning based on specific needs and through flexible scheduling? How will the school/district provide job-specific professional learning for educators that support High and Low-Incidence populations?



[Georgia Virtual School Professional Learning](#)

	<a href="#">Resources for Virtual Learning</a>	
	<a href="#">Special Education District Supports and COVID-19 Resources</a>	
	<a href="#">Georgia's Restart Guide for Distance Learning &amp; Professional Learning: <b>Professional Learning supports for educators and families.</b></a>	p. 11

## Georgia's Tiered System of Supports for Students (MTSS)

### Specially-Designed Instruction

What is the plan for ensuring that teachers provide specially-designed instruction during remote learning to ensure compliance with state and federal regulations?

### Planning for Effective Co-Teaching

What are the guidelines for co-teaching during remote learning to ensure the provision of co-taught services as outlined in students' Individualized Education Programs (IEPs)? What is the plan to ensure that both teachers are providing instruction using the appropriate co-teaching method(s)? What is the plan for monitoring co-teaching practices?

	<a href="#">Georgia's Restart Guide for Distance Learning &amp; Professional Learning: <b>Setting norms.</b></a>	pp. 3-4
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### Professional Learning for Effective Co-Teaching

What are the plans for professional learning to ensure effective co-teaching during remote learning?

What professional learning will new and returning special education educators, general education educators, and paraprofessionals need to implement effective co-teaching strategies during remote learning? How will the school/district implement job-embedded professional learning based on specific needs and through flexible scheduling? What is the plan for monitoring the implementation and effectiveness of strategies gathered from professional learning?

### Formative Assessments

How will teachers formatively assess students' understanding of the content standards and monitor student progress in co-taught classes?

### MTSS Teams

What is the plan to prepare Data-Based Decision-Making teams for successful, routine review of data to determine student growth and rate of improvement toward academic goals? What is the process for acting on data to inform curriculum, instruction, and assessment? What is the expectation for remote engagement of parents/guardians and students? How will the implementation of Evidence-Based Practices and High-Leverage Practices (HLPs) be monitored for effectiveness?

**Note: SST processes are initiated at tier III. The school system should continue to consider the appropriateness of SST meetings to the extent that it is safe, practical, and meaningful for students, teachers, and leaders.**

	<a href="#">Resources for Virtual Learning</a>
	<a href="#">GaDOE MTSS Checklist</a>
	<a href="#">Student Support Team (SST) and Tiered System of Supports for Students</a>

## English to Speakers of Other Languages (ESOL)

### Instructional Schedule

What are the daily and weekly time expectations for ESOL teachers? What is the schedule for ESOL teachers?

### Communication with Parents/Guardians

What is the communication plan for informing parents on the expectations and process of remote learning? Does the plan include the use of interpreters and translating documents? What is the process for parents to communicate individual concerns? What is the plan to build parents' capacity so they can support their children's remote learning?

### Student Progress Monitoring

What is the plan to assess the individual performance of English Learners to determine a progression or regression of learning for informing instruction?



[Georgia Virtual School Professional Learning](#)



[Continuity of Language Learning for English Learners](#)



[Georgia's Optional ESOL Distance Learning Plan Template](#)

## Education for Homeless Children and Youth

What is the plan for addressing the academic needs of homeless students? What strategies will the school/district employ to serve homeless students during remote learning? What is the plan for communicating resources to parents/guardians? What is the district's process for identifying students who become homeless during the school year?

## **Migrant Education**

What is the plan for addressing the academic needs of migratory students? What strategies will the school/district employ to serve migratory students during remote learning? What is the plan for communicating resources to parents/guardians?

## Communication

### Staff Availability

What hours are faculty and staff expected to work during remote learning?

For educators, what are the norms for communicating with both students and parents/guardians, including expectations for responding in a timely manner? What is the plan for communicating the norms to both students and parents/guardians?

### Accuracy of Family Contact Information

What is the plan for updating student records to ensure accuracy?



[Georgia's Restart Guide for Distance Learning & Professional Learning: Setting norms.](#)

pp. 3-4

### Communication Channels for Students and Parents/Guardians

What is the process for students and parents to contact faculty and staff? How will the school inform stakeholders of the methods of communication?

Position	Method of Communication	Notes/Comments
Administrators		
Teachers		
School Counselor		
Instructional Coach		
Technology Specialist		
Media Specialist		
Parent Liaison		
Bus Driver		
Mentors		
Tutors		
School Nurse		
Other		

## Communication between Schools and the District Office

*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?

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



[Georgia's Restart Guide for Distance Learning & Professional Learning: Setting norms.](#)

pp. 3-4

## Service Requests

### Media Center

What is the process for faculty and students to request resources and support from the media center?

Objective	Method of Communication	Audience
Request for media center training and/or resources		Faculty & staff
Request for media center resource(s)		Students Parents

### School Counseling

What is the process for faculty, students, and parents to request services from school counselors?

Objective	Method of Communication	Audience
Transcript request		Students
Counseling appointment		Students Parents
SAT® & ACT® waivers		Students
Social-emotional lesson(s)		Faculty
Counseling lesson(s)		Faculty

### **School Social Work**

What is the plan for establishing a process to support students and families during remote learning, that includes the school social worker? What is the procedure for communicating the process to appropriate stakeholders? What is the plan for monitoring these supports?

What is the plan for communicating student academic, behavioral, and health needs and family needs to the school social worker in a remote environment?

What is the plan for facilitating mandatory professional learning for educators and staff members?

### **Tutors**

What is the process for faculty to communicate with and request services from designated school tutors?

### **Mentors**

What is the process for faculty to communicate with and request services from designated school mentors?

### School Nurse and/or Clinic Worker

What is the process for faculty to communicate with and request services from the school nurse and/or clinic worker?



[Georgia's Restart Guide for Distance Learning & Professional Learning: Setting norms.](#)

pp. 3-4

### Transportation

Which programs and students will need transportation? What is the process for communicating a transportation plan to parents/guardians?



[Georgia's K-12 Restart Working Group: Facilities, Equipment, and Transportation](#)

pp. 17-24

### Meals

Which programs and students will need and receive meals? What is the plan for communicating meal service to parents/guardians?



[Georgia's K-12 Restart Working Group: School Meals](#)

### Additional Staff

What is the process for faculty, students, and parents to request services from additional staff members (i.e., instructional technologist, behavioral specialists, mental health therapy (external), etc.?)

Staff Member	Objective	Method of Communication	Audience

## Substitutes

What is the plan for training substitutes on how to deliver instruction during remote learning?

What is the plan for substitutes of administrators to deliver instruction during remote learning?

## Extracurricular activities

### Clubs

What are the expectations and norms for faculty sponsors of clubs during remote learning?

What are the expectations and norms for students participating in clubs during remote learning? What is the plan for communicating the norms to both students and parents/guardians?

### Performing Arts

What are the expectations and norms for performing arts faculty and sponsors during remote learning?

What are the expectations and norms for students participating in the performing arts during remote learning? What is the plan for communicating the norms to both students and parents/guardians?

## Family Engagement

### Parent Workshops

What is the plan for providing workshops to parents regarding supporting students at home and utilizing instructional resources selected by teachers during remote learning?

### Parent Resources

What is the plan for directing parents toward resources (i.e., social-emotional, educational, COVID-19, health, etc.) during remote learning?

## **Additional Resources**

[GaDOE COVID-19 \(Coronavirus\) and Schools](#)

[Georgia's K-12 Restart and Recovery](#)

[Pandemic Planning: Information for Georgia Public School Districts](#)

## SAMPLE REMOTE LEARNING SCHEDULE FOR GRADES K-2

	DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE
<b>LITERACY</b> 9:00 – 9:20	Letter Sounds and Alphabet Games	Letter Sounds and Alphabet Games	Writing	Letter Sounds and Alphabet Games	Writing
<b>Brain Break</b> 9:20-9:30	PE/Music/Art/Media Restroom				
<b>LITERACY</b> 9:30-9:50	Story Time (Story Elements)	Vocabulary Building	Literacy in Science	Literacy in Social Studies	Story Time (Story Elements)
<b>Brain Break</b> 9:50-10:00	PE/Music/Art/Media Restroom				
<b>Literacy</b> 10:00-10:20	Teach Me to Read Guided Reading  Breakouts for Small Group Instruction	Teach Me to Read Guided Reading  Breakouts for Small Group Instruction	Teach Me to Read Guided Reading  Breakouts for Small Group Instruction	Teach Me to Read Guided Reading  Breakouts for Small Group Instruction	Teach Me to Read Guided Reading  Breakouts for Small Group Instruction
<b>Brain Break</b> 10:20-10:30	PE/Music/Art/Media Restroom				
<b>MATH</b> 10:30-10:50	Number Sense Making Sense	Number Sense Reasoning Abstractly	Number Sense Constructing with Manipulatives	Number Sense Patterns and Structures	Number Sense Repeated Reasoning
<b>Brain Break</b> 10:50-11:00	PE/Music/Art/Media Restroom				
<b>Math</b> 11:00-11:20	Skill Development Breakouts for Small Group Instruction				
<b>Brain Break</b> 11:20-11:30	PE/Music/Art/Media Restroom				
<b>Math</b> 11:30-11:50	Problem Solving				

### SAMPLE REMOTE LEARNING SCHEDULE FOR GRADES 3-5

	DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE
<b>LITERACY 9:00 – 9:20</b>	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
<b>Brain Break 9:20-9:30</b>	PE/Music/Art/Media Restroom				
<b>LITERACY 9:30-9:50</b>	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
<b>Brain Break 9:50-10:00</b>	PE/Music/Art/Media Restroom				
<b>Literacy 10:00-10:20</b>	Independent reading: small group instruction as needed for fluency practice/ reading skills development	Independent reading: small group instruction as needed for fluency practice/ reading skills development	Independent reading: small group instruction as needed for fluency practice/ reading skills development	Independent reading: small group instruction as needed for fluency practice/ reading skills development	Independent reading: small group instruction as needed for fluency practice/ reading skills development
<b>Brain Break 10:20-10:30</b>	PE/Music/Art/Media Restroom				
<b>MATH 10:30-10:50</b>	Direct Instruction/Practice per GSE Curriculum Map	Small Group instruction	Small Group Instruction	Direct Instruction/Review	Review/ Assessment

<b>Brain Break</b> 10:50-11:00	PE/Music/Art/Media Restroom				
<b>Math</b> 11:00-11:20	Number Talks/ Skill Development				
<b>Brain Break</b> 11:20-11:30	PE/Music/Art/Media Restroom				
<b>Math</b> 11:30-11:50	Problem Solving/Independent Practice	Problem Solving/Independent Practice	Problem Solving/Independent Practice	Problem Solving/Independent Practice	Problem Solving/Independent Practice
<b>PLC Meetings</b> – Determine the schedule by planning periods and rotate as needed. Assistant principals, instructional coaches, or content leads may lead PLC meetings. The principal/leadership team should set the schedule and expectations.					
	<b>Teacher Hours</b> 8:00 – 3:30				

For more information and resources, please refer to ELA standards and guidance documents at:

<https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx>

Math standards, curriculum maps, resources and guidance documents can be found at: <https://www.georgiastandards.org/Georgia-Standards/Pages/Math-K-5.aspx>

GSE Effective Instructional Practices: Mathematics can be found at: <https://www.georgiastandards.org/Georgia-Standards/Documents/GSE-Effective-Instructional-Practices-Guide.pdf>

## Terminology for Sample Remote Learning Schedules for Grades K-5

### Reading

<b>Guided Reading</b>	Guided reading is a small group instructional context in which a teacher supports each reader’s development of systems of strategic actions for processing new texts at increasingly challenging levels of difficulty. Through guided reading, students learn how to engage in every facet of the reading process and apply that literacy power to all instructional contexts. (Fountas and Pinnell)
<b>Storytime</b>	Activities and books are planned in advance to meet a specific goal, such as choosing vocabulary words to focus upon when reading stories. To be effective, it is important to decide explicitly what the information is the child should learn, to model the desired activity or skill, and to provide the opportunity for the child to try it out and give feedback.
<b>Alphabet knowledge</b>	Alphabet knowledge is simply the ability to recognize and name letters.
<b>Concepts of Print</b>	Concepts of print is “knowing” about books, such as knowing the difference between words and pictures, the front and back of the book, and tracking from left to right.
<b>Phonological Awareness</b>	Refers to attention to how spoken words sound and are pronounced. It is understanding that the spoken word is comprised of different sounds.
<b>Vocabulary</b>	Vocabulary is the number of words that a student can produce.

### Mathematics

<b>Make sense of problems and persevere in solving them.</b>	Students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They are willing to try other approaches.
<b>Reason abstractly and quantitatively.</b>	Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities.
<b>Construct viable arguments and critique the reasoning of others.</b>	Students construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They also practice their mathematical communication skills as they participate in mathematical discussions involving questions like “How did you get that?” “Explain your thinking,” and “Why is that true?” They not only explain their own thinking but listen to others’ explanations. They decide if the explanations make sense and ask questions.

<p><b>Model with mathematics.</b></p>	<p>In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.</p>
<p><b>Use appropriate tools strategically.</b></p>	<p>Students begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, first graders decide it might be best to use colored chips to model an addition problem.</p>
<p><b>Attend to precision.</b></p>	<p>As young children begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and when they explain their own reasoning.</p>
<p><b>Look for and make use of structure.</b></p>	<p>Students begin to discern a pattern or structure. For instance, if students recognize <math>12 + 3 = 15</math>, then they also know <math>3 + 12 = 15</math>. (Commutative property of addition.) To add <math>4 + 6 + 4</math>, the first two numbers can be added to make a ten, so <math>4 + 6 + 4 = 10 + 4 = 14</math>.</p>
<p><b>Look for and express regularity in repeated reasoning.</b></p>	<p>In the early grades, students notice repetitive actions in counting and computation, etc. When children have multiple opportunities to add and subtract “ten” and multiples of “ten” they notice the pattern and gain a better understanding of place value. Students continually check their work by asking themselves, “Does this make sense?”</p>

## SAMPLE REMOTE LEARNING SCHEDULE FOR GRADES 6-8 (VIRTUAL)

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>9:00 – 10:00</b>	<b>60 Minute Period</b> <b>(Opening)</b> <b>Direct engagement (DE)</b> <i>10 to 15 minutes</i> <ul style="list-style-type: none"> <li>Synchronous learning</li> <li>Large group time to introduce new materials, share learning criteria, establish targets</li> </ul>	<b>ELA</b> 60 minutes DE _____ SE _____	<b>Mathematics</b> 60 minutes DE _____ SE _____	<b>ELA</b> 60 minutes DE _____ SE _____	<b>Mathematics</b> 60 minutes DE _____ SE _____	<p><b>Teachers</b> should upload or post next week’s materials for student access by end of day on Friday.</p> <p><b>Intentional interventions</b> (MTSS) and remediation for students are expected to be directly engaged. <i>Teachers should coordinate review times based on formative data.</i></p> <p><b>Family contact time</b> – 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><b>Student Teacher Conferences</b> – <i>consider using a schedule</i></p> <p><b>Teacher Workday</b> – <i>consider creating guidelines</i></p>
		Break (15 minutes)	Break	Break	Break	
<b>10:15 – 11:15</b>	<b>(Work Session)</b> <b>Student engagement (SE)</b> <i>25 to 35 minutes</i> <ul style="list-style-type: none"> <li>Synchronous &amp; asynchronous learning</li> <li>Time for students to engage in new material, time for the teacher(s) to provide support for small groups or individuals (intervention and/or enrichment); time for implementing formative assessment</li> </ul>	<b>PE</b> 60 minutes	<b>Connections</b> 60 minutes	<b>PE</b> 60 minutes	<b>Connections</b> 60 minutes	
	Break (15 minutes)	Break	Break	Break		
<b>11:30 – 12:30</b>	<b>Closing</b> <i>10 to 15 minutes</i> <ul style="list-style-type: none"> <li>Closing activities to summarize, revisit learning target, and clarify misconceptions</li> <li>Set learning intention for the next content (specific day)</li> </ul>	<b>Social Studies</b> 60 minutes DE _____ SE _____	<b>Science</b> 60 minutes DE _____ SE _____	<b>Social Studies</b> 60 minutes DE _____ SE _____	<b>Science</b> 60 minutes DE _____ SE _____	
	<b>PLC Meetings</b> – Determine the schedule by planning periods and rotate as needed. Assistant principals, instructional coaches, or content leads may lead PLC meetings. The principal/leadership team should set the schedule and expectations.					
		<b>Teacher Hours</b> <b>8:00 – 3:30</b>	<b>Teacher Hours</b> <b>8:00 – 3:30</b>	<b>Teacher Hours</b> <b>8:00 – 3:30</b>	<b>Teacher Hours</b> <b>8:00 – 3:30</b>	<b>Teacher Hours</b> <b>8:00 – 3:30</b>

## SAMPLE REMOTE LEARNING SCHEDULE FOR GRADES 6-8 (HYBRID)

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
<b>Cohort A</b> Face-to-Face Homeroom	<b>Cohort B</b> Remote Check-in	<b>Cohort A</b> Remote Check-in	<b>Cohort B</b> Face-to-Face Homeroom	<b>Cohort A</b> Face-to-Face Homeroom	<b>Cohort B</b> Remote Check-in	<b>Cohort A</b> Remote Check-in	<b>Cohort B</b> Face-to-Face Homeroom	<p><b>Teachers</b> should upload or post next week's materials for student access by end of day on Friday.</p> <p><b>Intentional interventions</b> (MTSS) and remediation for students are expected to be directly engaged. <i>Teachers should coordinate review times based on formative data.</i></p> <p><b>Family contact time</b> – 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><b>Student Teacher Conferences</b> – consider using a schedule</p> <p><b>Teacher Workday</b> – 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		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		Face-to-Face Subject 5 60 minutes
Transition			Transition	Transition			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	Face-to-Face Subject 6 60 minutes	Face-to-Face Subject 6 60 minutes	Face-to-Face Subject 6 60 minutes			
<p><b>PLC Meetings</b> – Determine the schedule by planning periods and rotate as needed. Assistant principals, instructional coaches, or content leads may lead PLC meetings. The principal/leadership team should set the schedule and expectations.</p>									
<b>Teacher Hours</b> 8:00 – 3:30		<b>Teacher Hours</b> 8:00 – 3:30		<b>Teacher Hours</b> 8:00 – 3:30		<b>Teacher Hours</b> 8:00 – 3:30		<b>Teacher Hours</b> 8:00 – 3:30	

## SAMPLE REMOTE LEARNING SCHEDULE FOR GRADES 9-12 (VIRTUAL A/B)

This schedule is designed to offer a block schedule for year-long courses offered on alternating days.

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 – 10:00	<p><b>60 Minute Period</b></p> <p><b>Direct engagement (DE)</b> 20 to 30 minutes</p> <ul style="list-style-type: none"> <li>large group time to introduce new materials, share learning criteria, establish targets</li> </ul> <p><b>Student engagement (SE)</b> 25 to 35 minutes</p> <ul style="list-style-type: none"> <li>time for students to engage in new material, time for the teacher(s) to provide support for small groups or individuals; time for implementing formative assessment</li> </ul> <p><b>Reclaim</b> 5 to 10 minutes</p> <ul style="list-style-type: none"> <li>closing activities to review learning targets</li> </ul>	<p><b>Subject 1</b> 60 minutes</p> <p>DE _____</p> <p>SE _____</p>	<p><b>Subject 5</b> 60 minutes</p> <p>DE _____</p> <p>SE _____</p>	<p><b>Subject 1</b> 60 minutes</p> <p>DE _____</p> <p>SE _____</p>	<p><b>Subject 5</b> 60 minutes</p> <p>DE _____</p> <p>SE _____</p>	<p>Teachers should upload or post next week's materials for student access by end of day on Friday.</p> <p><b>Intentional interventions</b> (MTSS) and remediation for students are expected to be directly engaged. <i>Teachers should coordinate review times based on formative data.</i></p> <p><b>Family contact time</b> – 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><b>Advisement</b>– <i>consider counselors using a set schedule that extends beyond Fridays to meet with students (graduation requirements)</i></p> <p><b>Clubs</b> – <i>consider creating guidelines and a schedule for meetings and events</i></p>
10:15 – 11:15		<p>Break (15 minutes)</p>	<p>Break</p>	<p>Break</p>	<p>Break</p>	
11:30 – 12:30		<p><b>Subject 2</b> 60 minutes</p> <p>DE _____</p> <p>SE _____</p>	<p><b>Subject 6</b> 60 minutes</p> <p>DE _____</p> <p>SE _____</p>	<p><b>Subject 2</b> 60 minutes</p> <p>DE _____</p> <p>SE _____</p>	<p><b>Subject 6</b> 60 minutes</p> <p>DE _____</p> <p>SE _____</p>	
1:30 – 2:30		<p>Break (60 minutes)</p>	<p><b>Subject 3</b> 60 minutes</p> <p>DE _____</p> <p>SE _____</p>	<p><b>Subject 7</b> 60 minutes</p> <p>DE _____</p> <p>SE _____</p>	<p><b>Subject 3</b> 60 minutes</p> <p>DE _____</p> <p>SE _____</p>	
		<p>Break (15 minutes)</p>	<p>Break</p>	<p>Break</p>	<p>Break</p>	
		<p><b>Subject 4</b> 60 minutes</p> <p>DE _____</p> <p>SE _____</p>	<p><b>Subject 8</b> 60 minutes</p> <p>DE _____</p> <p>SE _____</p>	<p><b>Subject 4</b> 60 minutes</p> <p>DE _____</p> <p>SE _____</p>	<p><b>Subject 8</b> 60 minutes</p> <p>DE _____</p> <p>SE _____</p>	
		<p><b>PLC Meetings</b> – Determine the schedule by planning periods and rotate as needed. Assistant principals, instructional coaches, or content leads may lead PLC meetings. The principal/leadership team should set the schedule and expectations.</p>				
		<p><b>Teacher Hours</b> 8:00 – 3:30</p>	<p><b>Teacher Hours</b> 8:00 – 3:30</p>	<p><b>Teacher Hours</b> 8:00 – 3:30</p>	<p><b>Teacher Hours</b> 8:00 – 3:30</p>	<p><b>Teacher Hours</b> 8:00 – 3:30</p>

## SAMPLE REMOTE LEARNING SCHEDULE FOR GRADES 9-12 (VIRTUAL BLOCK SCHEDULE)

This Schedule is designed to offer the equivalent of one semester in the nine weeks grading period.

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 – 10:00	<b>Direct engagement (DE)</b> 20 to 30 minutes <ul style="list-style-type: none"> <li>large group time to introduce new materials, share learning criteria, establish targets</li> </ul>	<b>Subject 1</b> 60 minutes DE _____ SE _____	<b>Subject 1</b> 60 minutes DE _____ SE _____	<b>Subject 1</b> 60 minutes DE _____ SE _____	<b>Subject 1</b> 60 minutes DE _____ SE _____	<p><b>Teachers</b> should upload or post next week’s materials for student access by end of day on Friday.</p> <p><b>Intentional interventions</b> (MTSS) and remediation for students are expected to be directly engaged. <i>Teachers should coordinate review times based on formative data.</i></p> <p><b>Family contact time</b> – 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><b>Advisement</b>– consider counselors using a set schedule that extends beyond Fridays to meet with students (graduation requirements)</p> <p><b>Clubs</b> – consider one meeting per month set up by the sponsor</p>
	10:15 – 11:15	<b>Student engagement (SE)</b> 25 to 35 minutes <ul style="list-style-type: none"> <li>time for students to engage in new material, time for the teacher(s) to provide support for small groups or individuals; time for implementing formative assessment</li> </ul>	Break (15 minutes)	Break	Break	
<b>Subject 2</b> 60 minutes DE _____ SE _____		<b>Subject 2</b> 60 minutes DE _____ SE _____	<b>Subject 2</b> 60 minutes DE _____ SE _____	<b>Subject 2</b> 60 minutes DE _____ SE _____		
11:30 – 12:30	<b>Reclaim</b> 5 to 10 minutes <ul style="list-style-type: none"> <li>closing activities to review learning targets</li> </ul>	<b>Subject 3</b> 60 minutes DE _____ SE _____	<b>Subject 3</b> 60 minutes DE _____ SE _____	<b>Subject 3</b> 60 minutes DE _____ SE _____	<b>Subject 3</b> 60 minutes DE _____ SE _____	
	Break (60 minutes)	Break	Break	Break		
1:30 – 2:30		<b>Subject 4</b> 60 minutes DE _____ SE _____	<b>Subject 4</b> 60 minutes DE _____ SE _____	<b>Subject 4</b> 60 minutes DE _____ SE _____	<b>Subject 4</b> 60 minutes DE _____ SE _____	
		Break (60 minutes)	Break	Break	Break	
		<b>PLC Meetings</b> – Determine the schedule by planning periods and rotate as needed. Assistant principals, instructional coaches, or content leads may lead PLC meetings. The principal/leadership team should set the schedule and expectations.				
		<b>Teacher Hours</b> 8:00 – 3:30	<b>Teacher Hours</b> 8:00 – 3:30	<b>Teacher Hours</b> 8:00 – 3:30	<b>Teacher Hours</b> 8:00 – 3:30	<b>Teacher Hours</b> 8:00 – 3:30

**Terminology, Points to Consider, and Guiding Questions  
Sample Remote Learning Schedules for Grades 6-12**

<b>Direct engagement (DE)</b>	DE is teacher time with students in an on-line environment for direct instruction. Direct engagement may include recording on-line direct instruction that students can use as a reference. Teachers should ensure that students have access to the recordings to use for review.
<b>Student engagement (SE)</b>	SE include activities for students that can be carried out independently rather than during the set times for on-line classes.
<b>Synchronous learning</b>	Interactive learning experiences provided over a digital network that incorporate live interactions between students and teachers. ( <a href="#">ISTE</a> )
<b>Asynchronous learning</b>	Interactive learning experiences provided over a digital network that incorporate self-directed opportunities for students and elapsed interactions with teachers. ( <a href="#">ISTE</a> )
<b>Attendance</b>	Student attendance is logged as students engaging on-line instruction based on use of log-in credentials and being present for DE. Assignments are completed and submitted for grading on time.
<b>Professional Learning Community meetings</b>	PLC meetings are common planning sessions for the purposes of organizing/coordinating/planning lessons and assessments. PLC meetings may embed professional learning based on identified needs.
<b>Faculty meetings</b>	General faculty meetings could be held via an online platform prior to the beginning of the first class (e.g. at 8 a.m. or after the last class (e.g. 2:30 p.m.) Faculty meetings may last 30 to 45 minutes.
<b>Duties in a virtual setting</b>	In the virtual settings there will be no morning, afternoon, lunch, or hall duties, and teachers can be expected to fulfill committee, advisement, intervention, remediation, and sponsor duties during the established time window (e.g., 8 a.m. – 3:30 p.m.). There may still be occasions for duties outside of these hours and the district may have to set guidelines for such purposes.

**Guiding questions to consider for students?**

<b>Consideration 1</b>	Are there clear expectations for students to engage in on-line sessions through logging into the expected platform, participating in lessons, and completing/submitting assignments on time?
<b>Consideration 2</b>	Will the course schedule allow time for learning new material and provide reinforcement at an appropriate pace? Will the direct engagement be balanced with student engagement activities that are productive and viable? Will grading reflect the value of the work students submit?

**Guiding questions to consider for teachers?**

<b>Consideration 1</b>	Are planning periods properly distributed to allow department meetings on PLC days?
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