Remote Learning Handbook Template

District and School Leadership Teams

Dr. Stephanie Johnson
Deputy Superintendent
Office of School Improvement
August 31, 2020
The template is based on existing COVID-19 resources from the Georgia Department of Education (GaDOE) and does not represent new or additional guidance.
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
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.

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

August 20, 2020
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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

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

**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?

Text box for schools or districts to enter their plan or process
# Sample Schedule – Grades 3-5

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Grade Level</th>
<th>Standards/Progressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00–9:20</td>
<td><strong>LITERACY</strong> ELA: Use developmental progressions for each grade level in summarizing/demonstrating understanding of a text (literary and nonfiction texts).</td>
<td>3-5</td>
<td>ELA: Use developmental progressions for summarizing/demonstrating understanding of a text (literary and nonfiction texts).</td>
</tr>
<tr>
<td>9:20-9:30</td>
<td><strong>Brain Break</strong></td>
<td>3-5</td>
<td>Brain Break</td>
</tr>
<tr>
<td>9:30–9:50</td>
<td><strong>LITERACY</strong> 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</td>
<td>3-5</td>
<td>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</td>
</tr>
<tr>
<td>11:00–11:20</td>
<td><strong>Math</strong> Number Talks/ Skill Development</td>
<td>3-5</td>
<td>Number Talks/ Skill Development</td>
</tr>
<tr>
<td>11:20-11:30</td>
<td><strong>Brain Break</strong></td>
<td>3-5</td>
<td>Brain Break</td>
</tr>
<tr>
<td>11:30–11:50</td>
<td><strong>Math</strong> Problem Solving/Independent Practice</td>
<td>3-5</td>
<td>Problem Solving/Independent Practice</td>
</tr>
</tbody>
</table>

**Notes:**
- ELA: English Language Arts
- Math: Mathematics
- Literacy: Language and Listening/Speaking Skills
- Social Studies
- Science

*Sample Schedule developed by the Georgia Department of Education.*
### Sample Hybrid Schedule – Grades 6-8

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td><strong>Cohort A</strong></td>
<td><strong>Cohort B</strong></td>
<td><strong>Cohort A</strong></td>
<td><strong>Cohort B</strong></td>
<td><strong>Cohort A</strong></td>
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<tr>
<td>Face-to-Face</td>
<td>Remote Check-in</td>
<td>Face-to-Face</td>
<td>Remote Check-in</td>
<td>Face-to-Face</td>
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<tr>
<td>Subject 1</td>
<td>60 minutes</td>
<td>Subject 1</td>
<td>60 minutes</td>
<td>Subject 1</td>
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<tr>
<td>Transition</td>
<td>Break</td>
<td>Transition</td>
<td>Transition</td>
<td>Transition</td>
</tr>
<tr>
<td><strong>Face-to-Face</strong></td>
<td><strong>Remote</strong></td>
<td><strong>Face-to-Face</strong></td>
<td><strong>Remote</strong></td>
<td><strong>Face-to-Face</strong></td>
</tr>
<tr>
<td>Subject 2</td>
<td>60 minutes</td>
<td>Subject 2</td>
<td>60 minutes</td>
<td>Subject 2</td>
</tr>
<tr>
<td>Transition</td>
<td>Break</td>
<td>Transition</td>
<td>Transition</td>
<td>Transition</td>
</tr>
<tr>
<td><strong>Face-to-Face</strong></td>
<td><strong>Remote</strong></td>
<td><strong>Face-to-Face</strong></td>
<td><strong>Remote</strong></td>
<td><strong>Face-to-Face</strong></td>
</tr>
<tr>
<td>Subject 3</td>
<td>60 minutes</td>
<td>Subject 3</td>
<td>60 minutes</td>
<td>Subject 3</td>
</tr>
<tr>
<td>Transition</td>
<td>Transition</td>
<td>Transition</td>
<td>Transition</td>
<td>Transition</td>
</tr>
<tr>
<td><strong>Face-to-Face</strong></td>
<td><strong>Remote</strong></td>
<td><strong>Face-to-Face</strong></td>
<td><strong>Remote</strong></td>
<td><strong>Face-to-Face</strong></td>
</tr>
<tr>
<td>Subject 4</td>
<td>60 minutes</td>
<td>Subject 4</td>
<td>60 minutes</td>
<td>Subject 4</td>
</tr>
<tr>
<td>Transition</td>
<td>Transition</td>
<td>Transition</td>
<td>Transition</td>
<td>Transition</td>
</tr>
<tr>
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<td><strong>Remote</strong></td>
<td><strong>Face-to-Face</strong></td>
<td><strong>Remote</strong></td>
<td><strong>Face-to-Face</strong></td>
</tr>
<tr>
<td>Subject 5</td>
<td>60 minutes</td>
<td>Subject 5</td>
<td>60 minutes</td>
<td>Subject 5</td>
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<tr>
<td>Transition</td>
<td>Transition</td>
<td>Transition</td>
<td>Transition</td>
<td>Transition</td>
</tr>
<tr>
<td><strong>Face-to-Face</strong></td>
<td><strong>Remote</strong></td>
<td><strong>Face-to-Face</strong></td>
<td><strong>Remote</strong></td>
<td><strong>Face-to-Face</strong></td>
</tr>
<tr>
<td>Subject 6</td>
<td>60 minutes</td>
<td>Subject 6</td>
<td>60 minutes</td>
<td>Subject 6</td>
</tr>
</tbody>
</table>

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
## Template Uses

<table>
<thead>
<tr>
<th>User</th>
<th>Tool Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Effectiveness Specialist</td>
<td>Coaching tool</td>
</tr>
<tr>
<td>District Effectiveness Specialist</td>
<td>Coaching tool</td>
</tr>
<tr>
<td>School Leadership Teams</td>
<td>Assessment, planning, refining tool (optional)</td>
</tr>
<tr>
<td>District Leadership Teams</td>
<td>Assessment, planning, refining tool (optional)</td>
</tr>
</tbody>
</table>
Offering a holistic education to each and every child in our state.

**Task Force Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Stephanie Johnson, Deputy Superintendent</td>
<td></td>
</tr>
<tr>
<td>Dr. Faya Paul, Director</td>
<td></td>
</tr>
<tr>
<td>Amy Alderman, Atlanta Office Program Manager</td>
<td></td>
</tr>
<tr>
<td>Dr. Rena Beasley, School Effectiveness Specialist</td>
<td></td>
</tr>
<tr>
<td>Shekina Beckham, School Effectiveness Specialist</td>
<td></td>
</tr>
<tr>
<td>Tony Childers, School Effectiveness Specialist</td>
<td></td>
</tr>
<tr>
<td>Ron Fuss, School Effectiveness Specialist</td>
<td></td>
</tr>
<tr>
<td>Dr. Daundria Phillips, School Effectiveness Specialist</td>
<td></td>
</tr>
<tr>
<td>Tammy Selman, School Effectiveness Specialist</td>
<td></td>
</tr>
<tr>
<td>Sharquinta Tuggle, Professional Learning Program Specialist</td>
<td></td>
</tr>
<tr>
<td>Dr. Debra White, District Effectiveness Specialist</td>
<td></td>
</tr>
</tbody>
</table>
Enter your question in the question box.
Offering a holistic education to each and every child in our state.

Stephanie S. Johnson, Ed.D.
Deputy Superintendent
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