

TCES - Remote Instruction Due to Emergency Closure 25-26

TCES Responsibilities before Remote Instruction

- Before the first Remote Instruction Day, Ms. Coston will overview guidelines with all Instructional Staff. This may be through a staff meeting or PLC.
- Before the first Remote Instruction Day, teachers will communicate (verbally and in writing) Remote Instruction Day expectations and procedures to students.
- Before the first Remote Instruction Day, schools/teachers will communicate (verbally and in writing) Remote Instruction Day expectations and procedures to parents and guardians.
- Brunswick County Schools' district office will communicate there will be Remote Instruction Day via call system, email, website and social media to all stakeholders.
- TCES will communicate options for asynchronous paper/pencil or Learning Management System (LMS) work via call system, social media, and Class Dojo.
- TCES will share options for communication methods with students and parents either by email/LMS or synchronous office hours (if connectivity service is available) via call system, social media and Class Dojo.

TCES Responsibilities the day of Remote Instruction

- TCES will accept completion of a google survey sent to parents via Dojo or completion of work to record attendance. Attendance will be entered by the teachers and data manager.
- During a remote instruction day, teachers will
 - Complete administrative tasks as assigned by school administration
 - Complete administrative tasks (communication, feedback, attendance)
 - Monitor and respond to student/parent questions via email, Google Classroom or Class Dojo if connectivity is available
 - Be available during working hours to respond via email or phone if connectivity is available
- Provide student friendly learning targets for all activities that are aligned to grade level standards that must be clearly stated (paper/pencil or through Learning Management System (LMS))
- Students with 504s/IEPs should follow the school directions for remote learning. Remote instruction lesson plans for students with disabilities should include plans to implement accommodations and or modifications as outlined in the 504 or IEP. Remote instruction lesson plans should enable the student to continue to make progress in the general curriculum while participating in remote learning.

After a Remote Instruction Day

- Teachers will have dialogue with students regarding feedback on their learning and parents will be provided a survey so that Remote Instruction Days can be improved upon.
- Teachers will grade and record in PowerSchool all assignments within 5 days of receipt

Student Responsibilities

- Students will record their attendance as guided by the School Attendance and Student Accounting Manual.
 - A student is considered present for the purposes of daily attendance during a remote instruction day if the student completes their assignments and/or has completed a daily check-in (two-way communication) with the appropriate teacher.
- Students will share with their parents/guardians the work that is expected for the day.
- Students will ask teachers for help if connectivity supports this via email/LMS/office hours.
- Students will participate in dialogue on their experience during the Remote Instruction Day upon their return to school.
- Students will return work that was assigned for the Remote Instruction Day within 5 days of returning to school.

Parent/Guardian Responsibilities

- Parents will receive and review communication (call system, website and social media, and Class Dojo)
- Parents will follow the attendance protocol by ensuring the above are followed
- Parents will ask their student to share the assignments that are expected for the day
- Parents will email or attend office hours if there are concerns or questions

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- Parents will complete a survey sharing their feedback on the Remote Instruction Day that will be created by the county and may include specific questions from TCES