PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction

REMOTE INSTRUCTION PLAN

Pursuant to SB704 (SL2020-3) and SBE policy SPLN-006, each Public School Unit (PSU) must submit a Remote Instruction Plan to enable a framework of quality remote instruction by July 20, 2020.

For ease of completion and submission, each PSU will use the template below for each of the required components for the Remote Instruction Plan (RI Plan).

Public School Unit	The Experiential School of Greensboro
Superintendent/Director	Board President: Leila Villaverde
Remote Instruction Plan Coordinator	Name: Leila Villaverde Title: Board President Email Address: boardpresident@tesgk8.org Phone Number: 336-890-8374
Team Members Responsible for Remote Instruction Plan	Beth Meyer Asya Taylor Tammy Roundtree Terri Watson Alex Warren Greg Bush Jay Hawkins Leila Villaverde
Date Submitted to NCDPI*	

*This Remote Instruction Plan is submitted by the public school unit on behalf of the governing body of the public school unit in response to SBE policy SPLN 006, based on SB704 (SL 2020-3).

1. How is your PSU consulting with teachers, administrators and instructional support staff, parents, students, community partners, and other stakeholders in developing the Plan and effectively communicating the Plan to all involved parties?

The Remote Instruction Plan was developed by a collaborative task force consisting of teacher representatives, the Finance and Facilities Manager, administration, and Board members. There was one teacher representative from each of the following groups: lower elementary, upper elementary, middle grades, EC, and arts. Among these team members, four were also parents of students at The Experiential School of Greensboro (TESG).

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The task force met regularly throughout May, June, and July to craft the plan. During this phase, members of the task force consulted with other staff members, families, students, and community partners through digital surveys, phone calls, emails, and Zoom meetings to ensure wide input. Specifically, along with guidance from DPI, the task force also reviewed data from family surveys on the Distance Learning program in April and May, from end of year student reflections, and from staff surveys about comfort and needs with regards to reopening plans. The Co-Directors also partnered with area charter school leaders and local DHHS experts to vet and share ideas.

Once complete, the plan was made available for public comment on the school's website from June 19-June 28 using a Google Form to collect feedback. Families were notified that the plan was available for feedback by weekly newsletter and social media post. It was reviewed by the School Improvement Team, which consists of parent representatives, administration, and teacher representatives from each grade level, EC, TAs, and Arts, at their June meeting. Feedback was reviewed and incorporated by the collaborative task force before the plan was approved by the Board of Directors on July 7, 2020.

The task force members are the key communicators of the plan, along with the school counselor and office manager, who answer stakeholder questions by email and phone as they arise. The practical details of the Remote Instruction Plan will be communicated to the staff implementing it and the students and families participating in it as described in the following sections. The entire plan remains publicly available on our website.

2. How is your PSU training teachers and staff on effective use of the remote instruction resources utilized by the public school unit and the process for student submission of completed work? The Plan shall identify any learning management system, online instructional resource, or offline instructional resource that will be made available to all students in a grade-level across the public school unit.

The Experiential School of Greensboro will use SeeSaw as its primary learning management system. For grades K-4th, all assignments will be posted on SeeSaw and all work will be submitted on SeeSaw. Teacher feedback will also be posted on SeeSaw, thereby streamlining the process from assignment through assessment on a single platform.

For grades 5th-8th, The Experiential School of Greensboro will use Google Classroom or SeeSaw as learning management systems. Teachers will post assignments, students will submit work, and teachers will post feedback on Google Classroom. Students and teachers will also use Google Classroom or SeeSaw as a curated portfolio-building tool, enabling families to see and interact with student work samples and teacher feedback.

All students in grades K-8th will gain access to SeeSaw via class codes. Once logged in, students will be able to access folders for each separate class, including their electives/specials, EL, and/or EC classes. Families will receive a family code with which they can link all their students' portfolios, giving them access to view and comment on their students' work. Students in grades 5th-8th will receive individual Google login credentials through the school's domain to use for signing into Google Classroom. This login will also allow them to access Drive, Docs, Sheets, Slides, and Forms.

The Experiential School of Greensboro may also make available the following online tools for teachers to use as they build remote assignments: Khan Academy and Khan Academy Kids (math, science, current events,

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executive functioning/goal setting, and technology), Prodigy (math), CommonLit (ELA, Spanish), and DuoLingo (Spanish).

All staff at TESG have used SeeSaw during the 2020 COVID-19 Distance Learning period, so staff, students, and families are already comfortable using the basic version of the platform. To prepare teachers on effective use of SeeSaw as a complete LMS, The Experiential School of Greensboro will use the hands-on training modules offered through SeeSaw. The TESG Technology Working Group will participate in SeeSaw's train the trainer modules throughout the day June and July. In August, the whole teaching staff will participate in Seesaw for Schools: Interactive Teacher Training led by the TESG Technology Working Group.

To prepare 5th-8th grade teachers on effective use of Google Classroom, The Experiential School of Greensboro will use the hands-on training modules offered through Google. This 12-hour self-paced, online module will certify teachers as Google Certified Teachers Level 1 and covers both the practical and pedagogical aspects of using Google platforms in the classroom. Teachers will be given access to this module over the summer, or they may also choose to complete it during the teacher workdays Aug. 13-19.

Link to spreadsheet to identify learning management system(s), online instructional resources, and/or offline instructional resources. | To make a Forced Google Copy of the spreadsheet, visit https://bit.ly/NCRemoteResources.

3. How is your PSU defining and clearly communicating staff roles and expectations for remote instruction days, including teacher workdays, teacher accessibility, and noncertified staff workdays and responsibilities? The Plan may include variances for staff expectations when remote instruction days are also used as teacher workdays.

On isolated remote instruction days (all of which are considered teacher workdays), the following roles apply:
- Office Manager
    - Answer phone calls using DigitalPhone.io desktop or mobile app version 8:00-5:00, Monday-Friday
    - Monitor and manage info@tesgk8.org, office@tesgk8.org, and individual email accounts
    - Monitor and manage RingCentral fax service
- Finance and Facilities Manager (complete any of the following tasks as needed)
    - Process payroll
    - Process invoices
    - Receive and process checks
    - Process bank logs
    - Manage onsite custodial services
    - Coordinate with mail service for delivery and pick up
    - File for local funds
    - Attend to HR functions
- Counselor
    - Hold Zoom sessions with existing lunch bunch groups, if regularly scheduled on remote day
    - Follow a schedule for phone or Zoom check-ins (well checks, not counseling sessions) with families and students on caseload, McKinney-Vento students
- General Education Teachers
    - Manage SeeSaw and Google Classroom assignments and lessons for all content areas
    - Score completed work and post scores and feedback in SeeSaw or Google Classroom

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- ○ Hold at least two 30 min office hour sessions on Zoom per week for families/students to ask questions, get help on assignments, etc.
  - ○ Connect daily with your team for collaborative planning through any preferred means of communication.
  - ○ Complete other necessary workday tasks, as applicable (e.g. narrative writing, grading, planning, materials preparation, conferencing, meeting with working groups)
- ● Arts Teachers
  - ○ Manage SeeSaw with assignments and lessons for all grade levels
  - ○ Score completed work and post scores and feedback in SeeSaw
  - ○ Hold at least one 20 minute live session on Zoom per age group (K-2nd, 3rd-4th, 5th-8th)
  - ○ Connect daily with your team for collaborative planning, via any preferred means of communication.
  - ○ Complete other necessary workday tasks, as applicable (e.g. narrative writing, grading, planning, materials preparation, conferencing, meeting with working groups)
- ● Diverse Learners Teachers
  - ○ Manage SeeSaw room with resources for families
  - ○ Use Zoom to provide direct instruction to students on caseload based on their service time on IEP or EL plan
  - ○ Complete other necessary workday tasks, as applicable (e.g. narrative writing, grading, planning, materials preparation, conferencing, meeting with working groups)
- ● Teacher Assistants
  - ○ Assist the classroom teacher in creating and posting web content
  - ○ Provide 1:1 instructional assistance for students
  - ○ Join or hold office hours, depending on the needs of the team
  - ○ Complete other necessary workday tasks, as applicable (e.g. narrative writing, grading, planning, materials preparation, conferencing, meeting with working groups)
- ● Executive Director
  - ○ Review each teacher/team's SeeSaw or Google Classroom assignments. Ask clarifying questions and offer feedback and support, as needed, to ensure online instruction is doable, content-focused, mission-aligned.
  - ○ Hold at least 2 days a week of office hours on Zoom per day for families/students to ask questions.
  - ○ Be available to staff by phone and email for questions.
  - ○ Be available to families by phone using DigitalPhone.io from 8-5, M-F and email with 24 hour turn-around for questions.
  - ○ Manage family communications (emails, newsletters, mass SMS, TV announcements)
  - ○ Support IT needs for all stakeholders, as possible
  - ○ Complete other necessary workday tasks, as applicable (e.g. planning with teams, materials preparation, conferencing, meeting with working groups)

During on-going remote instruction, the following roles apply:
- ● Office Manager
  - ○ Answer phone calls using DigitalPhone.io desktop or mobile app version 8:00-5:00, Monday-Friday
  - ○ Monitor and manage info@tesgk8.org, office@tesgk8.org, and individual email accounts
  - ○ Monitor and manage RingCentral fax service
  - ○ Check in on families and help teachers make contact with families who aren't otherwise communicating

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- Make food pick-up contacts with families
- Finance and Facilities Manager
  - Process payroll
  - Process invoices
  - Receive and process checks
  - Process bank logs
  - Manage onsite custodial services
  - Coordinate with mail service for delivery and pick up
  - File for local funds
  - Attend to HR functions
- Counselor
  - Manage Google Site with weekly social and emotional lessons by grade level, resources for families, self-care activities
  - Hold Zoom sessions with existing lunch bunch groups
  - Follow a schedule for weekly phone or Zoom check-ins (well checks, not counseling sessions) with families and students on caseload, McKinney-Vento students
  - Remotely assist with food distribution (school's efforts, Backpack Beginnings)
  - Coordinate other relief efforts as they arise
  - Continue conducting 504 meetings
  - Check in on families and help teachers make contact with families who aren't otherwise communicating
- General Education Teachers
  - Manage SeeSaw (K-4) or Google Classroom (5-8) with weekly assignments and lessons for all content areas--New content posted each Monday by 8:00am
  - Score completed work and post scores and feedback in SeeSaw.
  - Hold at least 2 days of office hour on Zoom weekly for families/students to ask questions, get help on assignments, etc.
  - Hold a 30 minute Morning Meeting each instructional day.
  - Conduct individual conferences with each student on a biweekly schedule. These are for check-ins, specific questions, reading conferences, math conferences, etc.
  - Connect daily with your team for collaborative planning, via any preferred communication means. At least once per week with the Director, as well as with EC staff.
- Arts Teachers
  - Manage SeeSaw with weekly assignments and lessons for all grade levels--New content posted each Monday by 8:00am
  - Score completed work and post scores and feedback in SeeSaw.
  - Hold at least 2 days of office hours on Zoom for families/students to ask questions, get help on assignments, etc.
  - Hold at least one live session per week per age group
  - Connect daily with your team for collaborative planning through any preferred means of communication.
  - At least once per week, this meeting will include the Director
- Diverse Learners Teachers
  - Manage SeeSaw room with resources for families
  - Use Zoom to provide direct instruction to students on caseload based on their service time on IEP or EL plan
  - Meet for at least once a week with your team for collaborative planning, probably via Zoom.
  - At least once per week, this meeting will include the Director

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- ○ At least once per week, EC teachers meet with the General Education team they support
  - ○ Hold virtual IEP meetings
  - ○ Process IEP paperwork
- Teacher Assistants
  - ○ Assist the classroom teacher in creating and posting web content
  - ○ Provide 1:1 instructional assistance for students
  - ○ Join or hold office hours, depending on the needs of the team
  - ○ Coordinate House's contribution of content to TESG TV
- All staff: continue participating in working groups and committees via Zoom
- Mentors and Mentees: Continue meeting and logging interactions via Zoom or phone
- Executive Director
  - ○ Conduct virtual whole-staff meetings as needed to update on guidance related to remote learning.
  - ○ Each week, review each teacher/team's SeeSaw or Google Classroom assignments. Ask clarifying questions and offer feedback and support, as needed, to ensure online instruction is doable, content-focused, mission-aligned.
  - ○ Verify each teacher is posting scores and feedback on SeeSaw.
  - ○ Hold at least two office hours weekly for families/students to ask questions.
  - ○ Be available to staff by phone and email for questions.
  - ○ Be available to families by phone using DigitalPhone.io from 8-5, M-F and email with 24 hour turn-around for questions.
  - ○ Connect with teams for collaborative planning, via any preferred means of communication..
  - ○ Meet with Business/Facilities Manager and Office Manager planning, decision-making, and discussion weekly/ biweekly.
  - ○ Contribute content to TESG TV to support community building and connection during remote learning.
  - ○ Make non-invoiced purchases for teacher materials, as needed
  - ○ Facilitate with Office Manager food acquisition/distribution for FLR families
  - ○ Monitor DPI guidance on EC services and ensure that EC practices are in line with current guidance
  - ○ Communicate with Diverse Learner families on implementation of EC services
  - ○ Monitor PAT process and continue cases when possible
  - ○ Attend IEP meetings
  - ○ Continue to make weekly staff newsletters and any other as needed communications
  - ○ Coordinating transition plans for student teachers and interns
  - ○ Facilitate tech support to all stakeholders
  - ○ Monitor DPI guidance by attending webinars, monitoring DPI's COVID-19 site, and reading OCS and DPI emails, and ensure compliance with operations (attendance, calendar hours, virtual learning protocols, child nutrition, etc.)
  - ○ Perform PowerSchool tasks (run PMRs, make COVID-19 related calendar adjustments, run other reports as requested by DPI)
  - ○ Manage website content
  - ○ Manage family communications (emails, newsletters, mass SMS, TV announcements), including continuing weekly newsletters and any other as needed communications
  - ○ Coordinate with Finance and Facilities Manager to sign off on necessary documents for accounts payable, HR, etc.; submit invoices/receipts for new purchases; update instructional fund spreadsheets
  - ○ Continue monitoring lottery and enrollment with Office Manager

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- ○ Ensure that report cards are distributed to all families
- ○ Complete all state reporting requirements
- ○ Coordinate licensure process for teachers renewing or converting their licence or applying for residency/emergency licenses. This may include locating/facilitating virtual PD options, completing paperwork, or liaising with DPI.

4. How is your PSU surveying student and teacher home connectivity and providing for remote instruction that is appropriate for teachers and students with limited connectivity capability, including the opportunity for students to download remote learning materials in advance when practicable?

In the Student Information Form that all families will complete in advance of the 2020-2021 academic year, we will include the following questions about access and connectivity:
- Does your family have wifi at home?
- Does your family have a cellular data plan?
- Does each child in your family have a tablet or computer they can use for school work on a daily basis?

We will use this data to help determine which families we need to reach out to with information about broadband service (see section below) and/or device loans. Students whose families are unable to secure internet access despite school support will receive materials in hard copy. On isolated remote instruction days, these materials will be sent home with the student the day before the remote instruction day. Students will complete the work and return the hardcopies to the teacher on the first face-to-face day following the remote instruction day. For extended periods of remote instruction, students will receive packets of hardcopy materials on a weekly basis. If no stay-at-home order is in effect, these packets will be available for families to pick-up in a secured box outside of the school at their convenience each Monday. Students will be expected to complete the work during the week. The work can be posted to SeeSaw or Google Classroom each day (in the event that the student has limited access to internet/devices) or returned to the secured box outside the school by Friday at 3:30pm. If a stay-at-home order is in effect, these packets will be mailed to families each Monday. Students will be expected to complete the work during the week. The work can be posted to SeeSaw or Google classroom each day (in the event that the student has limited access to internet/devices) or mailed back to the school postmarked by Friday.

In the Staff Assurances Form that all staff complete in advance of each school year, we will include the following questions about access and connectivity:
- Do you have wifi at home?
- Do you have a cellular data plan?

We will use this data to help determine which staff we need to reach out to with information about broadband service (see section below). On isolated remote instruction days, staff are allowed to work in the building, and can thus access wifi on campus. For extended periods of remote instruction, if no stay-at-home order is in effect, the campus would be open for staff with proper social distancing in place. If a stay-at-home order is in effect or if the building is closed for safety reasons, staff with no internet access at home will be offered hotspots.

We will repeat these surveys at the end of trimester 1 (November 2020) and trimester 2 (March 2021) to help capture any changes to a family or staff member's situation that occur during the school year.

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5. How is your PSU engaging with community partners on services that parents and students can utilize on remote instruction days, including community partners willing to provide free broadband access or connectivity for remote instruction and community partners with child care options, and communicating remote instruction schedules with those partners?

The Executive Director, Board of Directors, and school counselor will lead the coordination of community partnerships, leveraging connections with local universities, organizations, and businesses to help families access resources they may need during remote instruction.

Internet Service

TESG will share with all families the following resources to help them access the internet at home or at community hubs. We will use email, social media, website postings, and mass texts to communicate these resources:
https://www.ncbroadband.gov/covid19broadband/
https://www.spectrum.com/browse/content/spectrum-internet-assist

Additionally, TESG maintains an open wifi Guest connection that families can access from our parking lot.

TESG will continue its partnership with the Greensboro library system and help ensure students have their library barcodes to be able to log into wifi at those sites and access their online e-resources.

Devices

TESG can provide a device to all students at TESG. The funds for this one-to-one technology will come from the general operating budget, COVID-19 funds, and special state allotments for devices. Families will assume financial responsibility for these devices. They will have the opportunity to purchase insurance on the device, and TESG will provide this insurance at no cost to families who qualify for free or reduced lunch. Families not wishing to use TESG's devices may decline to do so.

TESG will continue to partner with MCNC and Zscaler to provide firewall protection and other maintenance to the school's network.

Child Care Resources

TESG will continue to share resources with families about childcare opportunities with local YMCAs and city community centers. We will also continue to partner with the Center for Visual Artists to facilitate child care classes for our students at their location, including options for day time care when face-to-face instruction is not occurring. The Community Theater of Greensboro will also continue providing child care classes for TESG students on TESG's site following all DHHS guidance for safe operation. Both the CVA and CTG classes require advanced registration and are fee-based. Registration will begin for both in August. Details about both programs are subject to change based on the capacities of those organizations.

Child Nutrition

TESG will provide child nutrition services to students qualifying for Free or Reduced lunch during remote instruction. On isolated remote instruction days, students will receive pre-packaged food items the day prior to the remote instruction day. In the event of extended remote instruction, TESG will offer food boxes for pick-up

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for any family in need of them on a bi-weekly basis. These food boxes will contain shelf stable foods for 10 breakfasts, 10 lunches, and 10 snacks. Pick-up days will be announced by email, social media, website postings, and by mass text.

The school counselor will continue to facilitate TESG's partnership with Backpack Beginnings to supplement TESG's other child nutrition offerings and will maintain a database on the website of community-based food resources. These resources will be regularly shared on social media, as well.

Professional Development

TESG will continue to partner with local universities and organizations to offer professional development for staff on a variety of topics. For example, we will continue working with Peaceful Schools NC to offer development in supporting students' social/emotional development and with faculty at UNCG to offer development in using Cognitive Guided Instruction to teach math in a virtual context.

6. How is your PSU developing effective design and delivery of remote instruction lessons within professional learning communities?

Guiding Principles

TESG is focused on providing instruction that:
1. Aligns with TESG's pillars of experiential education, design-based learning, and social justice education,
2. Is standards-aligned, including social justice standards, and interdisciplinary (math, science, social studies, reading), when possible,
3. Avoids busywork, is flexible, and honors student independence as much as possible,
4. Offers opportunities for connection with teachers and classmates, and
5. Reflects widely held expectations for time necessary to complete assignments for each grade-level.

Teams will create units that:
- meets grade level standards
- include off-screen options
- make room for student choice and self-guided learning experiences
- engage students in design-thinking
- clearly incorporate the EE cycle
- offer options for synchronous connections between teachers and students for those who can and want to engage more directly

Teachers will maintain a website that will include:
- Morning Meeting Activities (synchronous or asynchronous)
- Information on Office Hours, Zoom Links, etc.
- Social-Emotional Learning Activities
- Announcements
- Additional Resources

Delivery of remote instruction lessons
    Long term remote learning days:

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- Every Friday at 5pm, each teacher will post in Seesaw and/or Google Classroom the assignments, links and resources, and other information students will need to complete for the week. Assignments will be uploaded to Seesaw and will be due on 11:59pm Sunday nights. There will also be a daily assignment posted for each remote instruction day that students must complete to be marked present.

Isolated remote learning days:
- **T**he day before a remote learning day by 5:00, each teacher will post in Seesaw the assignments, links and resources, and other information students will need to complete for the week. Assignments will be uploaded to Seesaw and will be due by 11:59 pm that day.

Assignments will include:
- Math story problems and mathematical computations, writing prompts, reading assignments, and so on, teams will create videos for morning messages, read alouds, and other content lessons; using online tools students are already used to like Prodigy, Khan Academy, and Epic.
- Arts classes will also have assignments for students to complete and upload to Seesaw.

House PLCs will meet weekly via zoom.

7. How is your PSU teaching and practicing opportunities for students on accessing and using remote instruction platforms and methods, including how to locate, complete, and submit assignments. The Plan shall include regular opportunities for students to use the platforms and methods during non remote instruction days to ensure student success during remote instruction?

SeeSaw (LMS K-4th, portfolio tool 5th-8th)
- The Experiential School of Greensboro has used SeeSaw successfully during the 2020 COVID-19 closure with students in grades K-6th. Thus, a majority of students and families are already experienced with using the basic elements of the SeeSaw platform.
- During the first six weeks of school, teachers directly teach students how to log in to SeeSaw, locate their assignments, upload their work, and view their feedback. Families will also receive the help documents and video instructions to help them learn how to use the SeeSaw parent portal.
  - Face-to-face Plan: In a group led by the teacher, students will use their codes to log in on a device, practice locating an assignment, practice uploading sample work in all the formats available, and make comments to the teacher.
  - Fully Remote Plan: Each House will offer a synchronous SeeSaw walk-through on Zoom led by the teachers during which students will use their codes to log in on a device, practice locating an assignment, practice uploading sample work in all the formats available, and make comments to the teacher. A video walkthrough will also be posted on the school website for reference.
- During non remote instruction, all students will still use SeeSaw to build portfolios and teachers will still use it to post feedback and track student progress. SeeSaw remains the primary platform for communicating student learning to families. In a non remote context, students continue posting items to SeeSaw on at least a weekly basis.

Google Classroom (LMS 5th-8th)
- During the first six weeks of school, teachers directly teach students how to log in to Google Classroom, locate their assignments, upload their work, and view their feedback. Families will also receive help document and video instructions to help them learn how to facilitate their students' use of Google Classroom.

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- - Face-to-face Plan: In a group led by the teacher, students will use their information to log in on a device, practice locating an assignment, practice uploading sample work in all the formats available, and make comments to the teacher
    - Fully Remote Plan: Each House will offer a synchronous Google Classroom walk-through on Zoom led by the teachers during which students will use their information to log in on a device, practice locating an assignment, practice uploading sample work in all the formats available, and make comments to the teacher. A video walkthrough will also be posted on the school website for reference.
  - During non remote instruction, all students will still use Google Classroom to access assignments and post work. In a non remote context, students continue using Google Classroom on at least a weekly basis.

8. How is your PSU communicating learning targets to students on each remote instruction day and ensuring that lesson design provides instructional time, practice, and application components to demonstrate learning? The Plan shall include a process for monitoring the quality of remote instruction materials.

Teachers will use the LMS applicable to their grade level to house all learning activities.

Teachers will maintain a website that will include:
- Morning Meeting Activities (synchronous or asynchronous)
- Information on academic content and assignments
- Information on Office Hours, Zoom Links, etc.
- Social-Emotional Learning Activities
- Announcements
- Additional Resources

Delivery of remote instruction lessons
    Long term remote learning days:
- Every Friday at 5pm, each teacher will post in Seesaw and/or Google Classroom the assignments, links and resources, and other information students will need to complete for the week. Assignments will be uploaded to Seesaw and will be due on 11:59pm Sunday nights. There will also be a daily assignment posted for each remote instruction day that students must complete to be marked present.

    Isolated remote learning days:
- **T**he day before a remote learning day by 5:00, each teacher will post in Seesaw the assignments, links and resources, and other information students will need to complete for the week. Assignments will be uploaded to Seesaw and will be due by 11:59 pm that day.

    Assignments will include:
- Math story problems and computational assignments, writing prompts, reading assignments, and so on, teams will create videos for morning messages, read alouds, and other content lessons; using online tools students are already used to like Prodigy, Khan Academy, and Epic.
- Arts classes will also have assignments for students to complete and upload to Seesaw.

Monitoring
Each week, the school director will review each teacher/team's learning plan, ask clarifying questions and offer feedback and support, as needed, to ensure quality online instruction that is doable, content-focused, and

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mission-aligned. They will also meet with each team for 1 hour per week for problem-solving and support. Teams will meet for collaborative planning each day to discuss learning goals, design activities, find resources, and create online lessons for the next week.

9. How is your PSU ensuring that remote instructional time, practice, and application components support learning growth that continues towards mastery of the standard course of study? The Plan shall include work measurement guidelines appropriate to each grade level, including deadlines for submission of assignments and methods to assess and grade learning during remote instruction.

During a long term remote learning module, teachers will provide the following for student and family support:

Office Hours
Each teacher will hold 30 minute virtual office hours using Zoom twice weekly. Families and students will be able to talk to one of the House teachers about assignments and lessons, ask questions, get login help, or just check in and say hi. Anyone in the House can help, so folks are not limited to their homeroom teacher's time.

Student Conferences
Each homeroom teacher will connect with their students individually on a bi-weekly basis for conferences via Zoom or phone. These conferences might include reading, writing, or math talks; conversations about assignments; or discussions about questions a student may have.

Synchronous Instruction
Tuesday-Friday each teacher will hold a 30 minute live lesson that will focus on a content area.

Submission Guidelines
Through SeeSaw/Google Classroom students will submit assignments to the appropriate LMS and will be due on 11:59pm Sunday nights. There will also be a daily assignment posted for each remote instruction day that students must complete to be marked present.

Measurement Guidelines
Teachers will provide feedback on progress with student work submitted, commenting with a score on each assignment based on standards based learning. Families will have access to student portfolios on Seesaw and be able to view teacher feedback and also add their own comment.
    Long term remote learning days:
- Teachers will enter scores for the past week's assignments by 5:00pm each Tuesday in Seesaw.

    Isolated remote learning days:
- Teachers will enter scores for assignments by 11:59 pm the following day in Seesaw.

Scores will be communicated as:
- Grades K-2nd will use a word-based scale: Discovering, Progressing, Understanding, Extending.
- Grades 3rd-8th will use the 1-4 scale. The 1-4 scale has a commonly accepted conversion factor to traditional grades.
- The scale is as follows:
  - Discovering/1 = The student has a limited understanding of the knowledge/skill.

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- Progressing/2 = The student has a partial understanding of the knowledge/skill. Ending the first and second trimesters with multiple areas that are Progressing/2 is typical as students progress toward Understanding/3 by the end of the year.
- Understanding/3 = The student has a solid and consistent understanding of the knowledge/skill. For most standards, Understanding/3 is a year end goal.
- Extending/4 = The student is able to build on their understanding of the knowledge/skill and take it further.

10. How will your PSU ensure that students with disabilities have equal access to the remote instruction provided by their public school units and that remote instruction is provided in a manner consistent with each student's individualized education program (IEP) or 504 plan? Remote learning day supports shall be considered and included, as appropriate for the student, when an IEP or 504 plan is initially developed or at any subsequent review or revision of an IEP or 504 plan.

TESG is committed to providing services and supporting all students and their diverse needs, including students with IEP's, 504's, EL, AIG, intervention support, or experiencing homelessness.

Isolated remote learning days:
On designated Remote Learning Days, If a student has modifications on their IEP, 504, EL plan, or any other identified needs, the Diverse Learners Team will collaborate with general education teachers on the assignments for that remote learning day to make sure the student is able to complete the tasks according to their plan. The general education teacher will send a private message to the family to let them know the details regarding the assignments.

Long term remote learning days:
Students with an IEP
TESG will ensure that an "IEP Remote Learning Plan" will be developed for all students with IEP's by their EC teacher. The plan will explain how the current programs and services will be delivered remotely. These proposed plans will be presented and discussed with each family. After the plan is finalized, families will sign a consent for remote learning services through an electronic document.

The IEP Remote Learning Plan will be a living document that can be amended based on what teachers, related service providers, families, and students learn while experiencing remote learning. If there is a change needed, there will be a team meeting to adjust the plan.

The completed IEP Remote Learning Plan should be:
- Uploaded to ECATS as a Document Related to IEP and provided to the parent electronically.
- A conference through Zoom or by phone will be scheduled to explain the IEP Remote Learning Plan. On that call, the following topics should be covered:
    - Zoom schedule for the student including related services
    - Consent form for teletherapy for students who have related services
    - If a student has assistive technology, the school will confirm that the family has the technology at home already

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- Occupational Therapy (OT), Physical Therapy (PT), and Speech will be provided by Senses Therapy and will reflect appropriate teletherapy related services.
- EC teachers will provide
  - Small group or individual synchronous instruction (virtually in real-time with the EC teacher) will be scheduled during typical school hours via Zoom.
  - Zoom Office hours during which students who are provided inclusion services can join to receive assistance on assignments
  - If a student has modifications on their IEP, EC teachers will collaborate with general education teachers on assignments to make sure the student is able to complete the tasks according to their plan. The general education teacher will send a private message to the family to let them know the details regarding the modified assignments.

IEP Meetings

IEP meetings will be held virtually on Zoom or over the phone with all team members. Families will be provided with information and applicable documents via email prior to the meeting. Finalized documents will be sent to the family via email for an electronic signature.

Students that are in the Pre-referral Assistance Team (PAT) intervention process

The teacher assistants will have a math intervention group and a literacy-based intervention group that will meet weekly based on the needs of each student. Data will be taken during the intervention period to demonstrate a student's progress. The classroom teacher will work with the instructional assistants and will contact the family to make them aware of the intervention group schedule.

Students with a 504 plan

The 504 Coordinator will be working with general education teachers to help determine what accommodations need to be made during remote learning.

All general education teachers will have Zoom office hours during which students can join to receive assistance on any assignments.

11. How will your PSU track and report attendance on remote instruction days, including protocols for determining attendance, the reporting system to be used, and how attendance procedures will be communicated to parents before remote instruction begins?

Attendance on remote instruction days will be tracked through a variety of methods. Time-stamped student completion of assignments on SeeSaw (grades K-4th) and Google Classroom (grades 5th-8th) by 10:30 am or participation in synchronous Morning Meeting with teachers from 8:30-9:00 am (K-4) and 9:15-9:45 am (5-8) or other means of engagement (e.g. attends Office Hours, individual conference, phone conversation, or email/messaging correspondence). Teachers will report attendance through PowerTeacher by 11:00 am each remote instruction day.

The attendance procedures will be communicated to parents in the following ways:
- The procedures will be added to the attendance section of the Family Handbook
- The procedures will be highlighted in email communications beginning at least three weeks before the start of school and continuing through the first 20 days of the school year.
- The procedures will be described on the Remote Instruction page of the school website.
- The procedures will be promoted in social media posts weekly beginning at least three weeks before the start of school and continuing through the first 20 days of the school year.

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- In the event that remote instruction occurs only on isolated days, the procedures will be included on a handout sent home to families in advance of those scheduled remote instruction days. They will also be included in reminder email communications sent in the weeks prior to and on each isolated remote instruction day.
- The procedures will be posted on the attendance tracking assignments in Google Classroom and SeeSaw

12. How will your PSU provide online and offline contact options for students to communicate with teachers or staff for remote instruction days that are not used as teacher workdays?

Community is central to TESG's mission, and being available, responsive, and transparent as school leader and teachers is necessary to maintain this community. Moreover, just as TESG attends to social and emotional learning at school, we believe that at this moment, when social distancing and feelings of uncertainty, anxiety, and isolation run high, TESG's communication plan must also include finding ways to facilitate the social connections between stakeholders. These connections will be key to fostering engagement during Remote Instruction and facilitating the transition when we are able to come together again permanently.

On isolated remote instruction days, the following communication options are available:
- The office manager continues answering phones, faxes, and email during normal business hours. Voicemail goes to their email inbox, so they do not need to be onsite to receive voicemail. They will reply to all emails within 24 hours. If an answer to the question can not be found within 24 hours, the staff will reply acknowledging receipt of the communication and setting a timeline for a complete response. If the communication is sent between the close of school Friday and the opening of school Monday, the 24 hours begin at the start of school Monday.
- The Executive Director will offer open Zoom office hours from 11:00am-1:00pm at least twice a week so that any stakeholder can call and speak with them live.
- The Executive Director is available to the public by phone during normal business hours. Voicemail goes to their email inbox, so they do not need to be onsite to receive voicemail. They will reply to all emails within 24 hours. If an answer to the question can not be found within 24 hours, the staff will reply acknowledging receipt of the communication and setting a timeline for a complete response. If the communication is sent between the close of school Friday and the opening of school Monday, the 24 hours begin at the start of school Monday.
- Teachers offer office hours using Zoom. They may also choose to use phone calls as needed by either the teacher or student.
- Teachers are available to students and families by email and reply to all emails within 24 hours. If an answer to the question can not be found within 24 hours, the staff will reply acknowledging receipt of the communication and setting a timeline for a complete response. If the communication is sent between the close of school Friday and the opening of school Monday, the 24 hours begin at the start of school Monday.
- The school counselor continues to use the phone, email, and Zoom to check in on students identified as needing that attention. Voicemail goes to their email inbox, so they do not need to be onsite to receive voicemail. They will reply to all emails within 24 hours. If an answer to the question can not be found within 24 hours, the staff will reply acknowledging receipt of the communication and setting a timeline for a complete response. If the communication is sent between the close of school Friday and the opening of school Monday, the 24 hours begin at the start of school Monday.

During on-going remote instruction, communication methods listed above are available as well as the following:

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- Teachers will offer individual student conferences using Zoom on a weekly or bi-weekly basis as determined by the teacher and student. They may also choose to use phone calls as needed by either the teacher or student.
- The school counselor will continue to use the phone, email, and Zoom to contact new or existing students on her caseload to continue check-ins, lunch bunches, and other services. She will maintain a website with a referral request process.
- The Executive Director will continue using weekly email newsletters to communicate with staff and families.
- The school will continue managing content on the website and offering updates via Facebook.
- When time-sensitive communication is needed, the school will use mass SMS text and TV announcements, in addition to update emails.
- The Executive Director will meet weekly with all staff teams for problem-solving and support via Zoom.
- The Executive Director will be available via Zoom or phone daily to problem-solve.
- Staff and families will contribute to TESG TV to keep some fun connections going with students, families, and the community during the closure.
- The Executive director will host a Zoom "Donuts with the Director" to talk about how things are going and hear from families on the third Wednesday of each month.
- All working groups, committees, and teams continue to meet using Zoom with call-in options available for those without internet access.
- Board meetings continue using Zoom with call-in options available for those without internet access.

13. How will your PSU provide technology support for students experiencing technical difficulties on remote instruction days?

The Experiential School of Greensboro will provide on-call technology support by phone or email from 8:30-3:30 each remote instruction day. The staff offering this support will have administrative access to GSuite and SeeSaw and will be able to support students and staff with their accounts, apps, and devices. Families will be notified about this available support through regular email newsletters, on the website, on social media, and by text (only on each isolated remote instruction day).

All families will have the option of checking out a device from the school for use at home. Families using a school device will assume financial responsibility for that device and will be responsible for any costs incurred for repair or replacement. All families checking out a device will have the option of purchasing insurance for that device. If a device is damaged, the family can coordinate with the school and insurance company, if applicable, to send the device out for repair or replacement. If a loaner device is needed while the original device is being repaired or replaced, the family can check one out through TESG from 8:30-3:30 any day school is in session. The family will assume financial responsibility for the loaner device and will be responsible for any costs incurred for repair or replacement

14. How is your PSU responding to how the needs of English learners, Academically and/or Intellectually Gifted learners and students who have been identified and are served under the McKinney-Vento Act as homeless will be met during remote instruction?
   a. English learners

A variety of distance education approaches will be used including but not limited to individual and small group synchronous learning sessions and phone sessions. Synchronous instruction (virtually in real-time with the EL

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teacher) will be scheduled during typical school hours. The EL teacher will have virtual "office hours" for students to receive additional support on individual class assignments. The EL teacher will contact the family to make them aware of the EL group schedule.

b. Academically and/or Intellectually Gifted learners

Each classroom teacher will provide a menu of choices for assignments for remote learning via Seesaw and Google Classroom. The teachers will send a private message to the family of students that have been identified as needing extensions beyond grade-level standards, encouraging them to participate in more challenging assignments within the menu's choices.

c. Students served under the McKinney-Vento Act as homeless

Students who may be experiencing homelessness or displacement will be mailed a hard copy of all assignments or arrangements for pick up of materials at the school building. If additional supports are needed they will be addressed on a case by case basis.

15. How is your PSU describing the limitations that exist for implementation of quality remote learning based on each public school unit's local context?

Challenges include:
- Families balancing their work needs with supporting their students in remote instruction
- Families who work outside the home finding access to child care
- Student engagement in the remote instruction context
- New social and emotional needs caused by the stress, trauma, isolation of the COVID experience.
- Creating synchronous learning opportunities for students, keeping in mind the access/time constraints of families
- Ensuring access to child nutrition programs

TESG is attentive to each of these limitations and is ensuring ample and consistent communication with families through a variety of outlets in order to stay abreast of support needed.

OPTIONAL REMOTE INSTRUCTION PLAN RESPONSES
In the RI Plans, public school units are also encouraged to consider adding information regarding:

16. Providing students and parents/families with remote learning strategies and behaviors to support success.

Teachers, the school counselor, and the social worker will offer resources to assist families in supporting their students' academic, social, and emotional learning. Consistent outreach will be maintained throughout any remote instruction period.

17. Impact on other existing programs, such as Transition to Kindergarten and Career and College Promise.

N/A

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