



Scotland County School District Remote Learning Handbook 2021-2022



Table of Contents

Elementary Handbook

Introduction and Purpose	7
EXPECTATIONS	7
<i>Staff (Certified and Non-Certified) Expectations</i>	7
<i>General Education and Exceptional Children's Staff</i>	8
<i>Paraprofessionals</i>	9
<i>K-5 Specials Teachers</i>	9
<i>Teacher Assistants</i>	9
<i>Student Services</i>	10
<i>Social Worker</i>	10
<i>Nurse</i>	10
<i>School Counselor</i>	10
<i>School Based Mental Health</i>	10
<i>504 Case Managers</i>	11
<i>Administrators</i>	11
<i>Digital Instructional Facilitators</i>	11
<i>EC Inclusion Teachers</i>	12
<i>EC Separate Setting Teachers</i>	12
<i>Related Services</i>	12
<i>Classified Personnel (PCA's, Teacher assistants, and CNA's)</i>	13
<i>Behavior Support Assistants</i>	13
<i>Program Specialists</i>	13
<i>EC Facilitators</i>	13
Lesson Planning and Monitoring Expectations	14
<i>Monitoring of Remote Learning</i>	15
<i>Teaching of Learning Targets</i>	15
<i>Time Limits for Remote Instruction</i>	15
Student Expectations	16
<i>Remote Learning Face to Face Time Chart</i>	16
<i>Student Expectations - Attendance</i>	16
Exceptional Children's Department Expectations	17
<i>IEP Meetings</i>	17
<i>Supports identified with Exceptional Needs or Circumstances</i>	17
Special Populations Expectations	18
English Language Learners	18
AIG	18

McKinney-Vento	19
Parental Support	19
Instructional Day	19
Grading and Feedback	22
<i>Progress Reports and Report Cards</i>	23
<i>Test Retakes</i>	24
<i>Homework</i>	24
Professional Development	25
<i>Remote Learning Professional Development Offerings</i>	25
<i>LMS Student and Teacher Training Opportunities</i>	26
<i>Parent Resources for Remote Learning:</i>	26
<i>Teacher Resources for Remote Learning:</i>	26
<i>Professional Learning Communities</i>	27
Communication	28
On-line Communication Options	28
Off-line Communication Options	28
Tech Support	28
WIFI Access	29
School Based Community Partnerships	30
Safety Expectations During Remote Learning	30
Expectations for Students	30
Expectations for Parents	30
Expectations for Teachers/Staff	31
FAQs	31
Middle School Handbook	33
Introduction and Purpose	33
EXPECTATIONS	33
Staff (Certified and Non-Certified) Expectations	33
General Education and Exceptional Children’s Staff	34
Paraprofessionals	35
Elective Teachers	35
Teacher Assistants	35
Student Services	36
Social Worker	36
Nurse	36
School Counselor	36
School Based Mental Health	36
504 Case Managers	37
Administrators	37
Digital Instructional Facilitators	37
EC Inclusion Teachers	38

EC Separate Setting Teachers	38
Related Services	38
Classified Personnel (PCA's, Teacher assistants, and CNA's)	39
Behavior Support Assistants	39
Program Specialists	39
EC Facilitators	39
Lesson Planning and Monitoring Expectations	40
<i>Monitoring of Remote Learning</i>	41
<i>Teaching of Learning Targets</i>	41
<i>Time Limits for Virtual Instruction</i>	41
Student Expectations	42
<i>Remote Learning Face to Face Time Chart</i>	42
<i>Student Expectations - Attendance</i>	42
Exceptional Children's Department Expectations	43
<i>IEP Meetings</i>	43
<i>Supports identified with Exceptional Needs or Circumstances</i>	43
Special Populations Expectations	44
<i>English Learners</i>	44
<i>AIG</i>	44
<i>McKinney-Vento</i>	45
Parental Support	45
Instructional Day	45
Grading and Feedback	47
<i>Progress Reports and Report Cards</i>	48
<i>Test Retakes</i>	49
<i>Homework</i>	49
Professional Development	50
Remote Learning Professional Development Offerings	50
Support for Professional Development:	50
<i>LMS Student and Teacher Training Opportunities</i>	51
<i>Parent Resources for Remote Learning:</i>	51
<i>Teacher Resources for Remote Learning:</i>	51
<i>Professional Learning Communities</i>	52
Communication	53
<i>On-line Communication Options</i>	53
Off-line Communication Options	53
Tech Support	53
WIFI Access	54
<i>School Based Community Partnerships</i>	55
Safety Expectations During Remote Learning	56
Expectations for Students	56
Expectations for Parents	56

Expectations for Teachers/Staff	56
FAQs	57
High School Handbook	60
Introduction and Purpose	60
EXPECTATIONS	60
Staff (Certified and Non-Certified) Expectations	60
General Education and Exceptional Children’s Staff	61
Paraprofessionals	62
Elective Teachers	62
Teacher Assistants	62
Student Services	63
Social Worker	63
Nurse	63
School Counselor	63
School Based Mental Health	63
504 Case Managers	63
Administrators	64
Digital Instructional Facilitators	64
EC Inclusion Teachers	64
EC Separate Setting Teachers	65
Related Services	65
Classified Personnel (PCA’s, Teacher assistants, and CNA’s)	65
Behavior Support Assistants	65
Program Specialists	66
EC Facilitators	66
Lesson Planning and Monitoring Expectations	66
<i>Monitoring of Remote Learning</i>	67
<i>Teaching of Learning Targets</i>	68
<i>Time Limits for Virtual Instruction</i>	68
Student Expectations	68
<i>Remote Learning Face to Face Time Chart</i>	68
<i>Student Expectations - Attendance</i>	69
Exceptional Children’s Department Expectations	69
<i>IEP Meetings</i>	69
<i>Supports identified with Exceptional Needs or Circumstances</i>	70
Special Populations Expectations	70
<i>English Learners</i>	70
<i>AIG</i>	70
<i>McKinney-Vento</i>	71
Parental Support	72
Instructional Day	72

Grading and Feedback	73
Progress Reports and Report Cards	74
Test Retakes	75
<i>Homework</i>	75
Professional Development	76
<i>Remote Learning Professional Development Offerings</i>	76
<i>LMS Student and Teacher Training Opportunities</i>	77
<i>Parent Resources:</i>	77
<i>Teacher Resources for Remote Learning</i>	77
<i>Professional Learning Communities</i>	78
Communication	79
<i>On-line Communication Options</i>	79
<i>Off-line Communication Options</i>	79
Tech Support	79
WIFI Access	80
<i>School Based Community Partnerships</i>	81
Safety Expectations During Remote Learning	81
Expectations for Students	81
Expectations for Parents	81
Expectations for Teachers/Staff	82
FAQs	82

Elementary Handbook

Introduction and Purpose

In order to ensure that the students and staff in Scotland County have a successful remote teaching and learning experience, we have created this Scotland County Remote Learning Handbook. This important information is provided to ensure that all stakeholders (teachers, administrators, instructional support, guardians, and students) have a clear understanding of specific policies, procedures and expectations as related to remote teaching and learning within Scotland County Schools. During this time of remote teaching and learning, all Scotland County stakeholders must be familiar with and abide by the policies, procedures and expectations outlined in this handbook.

Due to the continuously changing nature of information received regarding remote learning, there may be a need to update the content in this handbook from time to time, throughout the school year. Scotland County Schools will provide notice of changes via our district and school's website, Connect 5 messages and communications from individual schools. It is the responsibility of all stakeholders to review such changes and to remain apprised of the current version of the handbook.

EXPECTATIONS

Our goal in SCS is to provide uninterrupted instruction to our students when our traditional schedule is disrupted by events out of our control. To allow this, we will utilize best practices from remote learning instruction, prepared packets and blend them with resources and content specific to our students. **A remote learning day is not a day off from school. It is, instead, a change of the modality of instruction.** PLCs, data meetings, and professional development will be attended virtually on these days through video conferencing, following the schedule as set by each school. In coordination with their principal, during remote learning, all Scotland County Schools certified and non-certified staff have the flexibility to work in their buildings or remotely from home. If the option to work from home is chosen and approved by administration, certified and non-certified staff will be held accountable to a remote learning working agreement.

Staff (Certified and Non-Certified) Expectations

- **Certified Staff** - Schools will provide daily work schedules for certified staff that include: one on one, small group and whole group instruction times with students, PLC meeting times, professional development module expectations, student and parent contact expectations, and teacher office hours. **The daily work schedules for certified staff, regardless of grade level or content area, will be from 8:00am-3:00pm district-wide.** It should be noted that on special occasions, certified staff may have to adjust their hours and work outside of the set district-wide hours, working later into the afternoon/evening in order to reach/contact guardians or students after they get home from work. If an adjustment in work hours is required, this should be approved by the school based administrator in advance. Administrators should allow flexibility with staff who may have to schedule evening video conferencing sessions and/or phone calls with students and guardians. During remote learning, certified staff will maintain a district adopted, daily log. This daily log will be a google form used to log all daily activities. School based administrators will monitor logs and provide feedback when necessary, to all certified staff members.

- **Non Certified Staff** - Schools will provide daily work schedules for non-certified staff that include one on one and small group instruction times with students, PLC meeting times, professional development module expectations, student and parent contact expectations, and any other duties assigned by the school based administrators such as assisting with meal preparation, delivery and assembly of student work etc... **The daily work schedules for non certified staff, regardless of grade level or content area will be from 8:00am-3:00pm district-wide.** It should be noted that on special occasions, non certified staff may have to adjust their hours and work outside of the set district-wide hours, working later into the afternoon/evening in order to reach/contact guardians or students after they get home from work. If an adjustment in work hours is required, this should be approved by the school based administrator in advance. Administrators should allow flexibility with non certified staff who may have to schedule evening video conferencing sessions and/or phone calls with students and guardians. During remote learning, non certified staff will maintain a district adopted daily log. This daily log will be a google form used to log all daily activities. School based administrators will monitor logs and provide feedback, when necessary.

General Education and Exceptional Children's Staff

- Schedule of face to face virtual conferences utilizing Google Meet with a minimum of 15 minutes direct instruction daily, per class. General education teachers will maintain connection during Guided/Independent Instruction for questions and individualized instruction. This connection should remain active during the times teachers would regularly have students in their care/supervision which would require teachers to remain active/on-line during all remote learning sessions. Teachers are expected to provide breaks throughout the lesson in order to allow for students' processing of information that is presented. Frequent distributed summarizing is also an expectation. Daily instruction should follow the student's face to face schedule for classes to ensure that teachers do not overlap instructional video conferencing times.
- Teachers should call students and/or guardians to provide positive reports, follow up with or address any concerns at a minimum of one time per week. Please ensure that you update your contact information for your students and to include working phone numbers and email addresses for guardians monthly.
- PLCs should involve collaboration between subject teams and with other support personnel such as EC and Student Services. PLCs are to be held virtually on scheduled days. PLC schedules will be established by school based administration.
- Principals, APs, and digital facilitators will have access to teachers' courses and will be expected to engage in virtual walkthroughs of the instruction. Teachers will be expected to invite administration and digital instructional facilitators to video conferencing sessions with students to provide opportunities for feedback and coaching on the remote instruction provided.
- Instructional focus should be based on data and standards alignment. Remote learning should **'NOT'** be busy work for students. With our 1:World plan, we have been preparing for digital teaching and learning. The only interruption to instruction should be proximity, not content.
- EC teachers should work hand and hand with the regular education teacher so that students are receiving adequate support. If the teachers work in a co-teaching environment they should be listed in the regular education teacher's virtual platform as a teacher. Any pullout services like SPIRE should be completed by the EC teacher based on the needs of the student including virtual platforms and phone calls.
- Regular education and exceptional children's teachers will keep documentation of unsuccessful attempts to provide services, how the attempts were made (i.e. phone calls, online platforms, etc.), requested and held conferences with guardians and how students will make-up work.

Paraprofessionals

- Participate using the video platform used by the teacher.
- Complete all special duties as assigned by the school based administrator.

K-5 Specials Teachers

- Schedule of face to face virtual conferences utilizing Google Meet with a minimum of 15 minutes of direct instruction daily, per class. Specials and elective teachers will maintain connection during Guided/Independent Instruction for questions and individualized instruction. This connection should remain active during the times teachers would regularly have students in their care/supervision. Teachers are expected to provide breaks throughout the lesson in order to allow for students' processing of information that is presented. Daily instruction should follow the student's face to face schedule for classes to ensure that teachers do not overlap instructional video conferencing times.
- Teachers should call students and/or guardians to provide positive reports, follow up with or address any concerns immediately as they arise. Please ensure that you update your contact information for your students and guardians to include working phone numbers and email addresses for parents and guardians monthly.
- PLCs are to be held virtually on scheduled days. PLC schedules will be established by school based administration.
- Principals, APs, and digital facilitators will have access to teachers' courses and will be expected to engage in virtual walkthroughs of the instruction. Teachers will be expected to invite administration and digital integration facilitators to video conferencing sessions with students to provide opportunities for feedback and coaching on the remote instruction provided.
- Instructional focus should be based on data and standards alignment. Remote learning should **NOT** be busy work/remediation for students. With our 1:World plan, we have been preparing for digital teaching and learning. The only interruption to instruction should be proximity, not content.

Teacher Assistants

Teacher assistants serve a vital role in the classroom and school. During remote learning days, TAs may be assigned the following duties, but not limited to:

- meeting with students one on one or in small groups through video conferencing
- riding school buses to deliver meals and instructional materials
- contacting guardians and/or students
- preparing remote learning offline resources, etc.

Student Services

Social Worker

- Contact every student and family to identify needs
- McKinney Vento families contact to locate and assist with needed resources
- Case Management
- Virtual CFST Meetings
- Home visits for attendance, academic and/or family concerns.
- Maintain virtual office hours as prescribed by school based administrator
- Any other duty as assigned by the school based administrator

Nurse

- Contact students/families with chronic conditions
- Case management
- Monitor acute illnesses (flu, coronavirus, strep, lice, etc.)
- Collaboration and communication with the local health department regarding updates and communication with school system administration
- Virtual CFST Meetings
- Collaborate with nurse extenders on contact tracing and covid related information communication with families and schools
- Maintain virtual office hours as prescribed by school based administrator
- Any other duty as assigned by the school based administrator

School Counselor

- Contact students in sessions to continue individual and small group sessions virtually.
- Classroom lessons uploaded
- Teacher and Student contacts
- Case Management
- Virtual CFST Meetings
- Student contact for scheduling, SEL, personal, academic and careers concerns and consultation.
- Maintain virtual office hours as prescribed by school based administrator
- Any other duty as assigned by the school based administrator

School Based Mental Health

- Counseling sessions (individual and small group virtually)
- Making contact with all students on caseloads for check in
- Case Management
- Home visits with School Social Worker
- Threat/Rsk Assessments as needed or requested
- Address alerts for suicide/threat risk
- Virtual CFST Meetings

- Maintain virtual office hours as prescribed by school based administrator
- Any other duty as assigned by the school based administrator

Nurse Extenders

- Contact tracking and covid related contact and communication with families and school
- Conduct Drive-Thru testing for close contacts and symptomatic students and staff as needed or requested.

504 Case Managers

- Virtual review/reevaluation meetings
- Ensure accommodations are being met virtually
- Monitor plans
- Schedule and conduct initial referral meetings virtually as requested
- Maintain virtual office hours as prescribed by school based administrator
- Any other duty as assigned by the school based administrator

Administrators

During remote learning, building administrators are expected to be in their buildings, unless directed by the Superintendent. Daily expectations for administrators may include the following but are not limited to:

- Lead Virtual PLCs
- Conduct virtual walkthroughs and provide feedback
- Observe video conferencing sessions for synchronous instruction and provide coaching
- Provide instructional support
- Hold virtual staff meetings
- Monitor logistics of remote learning day (daily work logs, teacher schedules, hardware/software issues, etc) and provide feedback
- Conduct professional development
- Manage the day to day operation of the building
- Check student work packets that are being distributed to students
- Ensure that teachers are maintaining constant and consistent communication with students

Digital Instructional Facilitators

During remote learning, digital instructional facilitators are expected to be in their buildings, unless directed by their principal. Daily expectations for DIFs may include the following but are not limited to:

- Lead/Attend Virtual PLCs
- Conduct virtual walkthroughs and provide coaching

- Observe video conferencing sessions for synchronous instruction and provide coaching
- Provide instructional support
- Develop and design instructional materials to support remote learning
- Research and find remote learning resources for teachers
- Conduct professional development
- Provide on-demand instructional tech support to faculty
- Any other duty as assigned by the school based administrator

EC Inclusion Teachers

- Collaborate with the general education teacher in order to provide inclusion services
- Be available when their general education is conducting the lessons online in order to provide support
- Contact students and conduct small group session during this time when needed
- Maintain documentation of all modifications and accommodations that students are receiving during online classroom instruction
- Follow-up with students when assignments are missing to ensure they do not need additional support
- Service Logs for included services and attendance data.

EC Separate Setting Teachers

- Separate setting teachers will need to develop a schedule of when/how direct instruction will be provided for each subject area. This will be individualized per student.
- The remote learning platforms will need to be individualized based on student abilities and needs. Teachers will use all available student data to determine the appropriate remote learning platform for a student to ensure accessibility
- Collaborate with classified staff members that support your classroom/students to ensure they remain actively engaged in the remote learning of students and understand expectations of support that they will need to provide
- Collaborate with any related service provider (speech, occupational therapy, and physical therapy) to ensure that all services can be coordinated

Related Services

- Related services providers will develop a schedule
- When appropriate related service providers will collaborate with other service providers who serve the same students in order to allow the student to log in once (therapist serves the student separately during login)
- If the use of digital platforms is not developmentally appropriate for the student to access services, the related services provider will collaborate with parents/guardians through the use of packet materials and/or phone consultation to guide parents/guardians in practice activities that can be completed at home without a digital delivery platform. In this case, the provider must schedule a time to work with the student/parent in another method which could include phone calls.
- Related service providers will provide all services in the Medicaid platform.

Classified Personnel (PCA's, Teacher assistants, and CNA's)

Classified staff members are expected to participate in the remote learning instruction that is being provided by the classroom teacher. This may include:

- Being present in remote learning platforms with the teacher to observe student performance and collect data toward IEP goals
- Working with students one-on-one or small groups using the remote learning platform after the teacher has provided direct instruction
- Planning with teachers regularly before remote services are implemented in order to ensure their role
- Provide assistance to related services personnel when needed

Behavior Support Assistants

- Collaborate with teachers to provide social skills on their caseload remotely
- Communicate with teachers and guardians about any social-emotional needs students may need assistance with due to remote-learning
- Log in to google classroom in order to collect data on students on their caseload that may have behavioral needs.

Program Specialists

Program specialists will work to support the remote learning provided by EC teachers and will keep documentation of the support/contact they have with teachers and other staff members. This may include:

- Providing guidance on the use of specific instructional practices during remote learning
- Providing feedback to teachers regarding instructional practices
- Attending EC PLC meetings in order to assist teachers with problem-solving student engagement or other issues that may arise during remote learning
- Providing support in the use of various remote learning platforms and online learning activities
- Share digital resources to support teachers and students in remote learning with PD to support.

EC Facilitators

- Schedule and facilitate IEP meetings and make sure that appropriate personnel are notified in order to take this requirement off the plates of administrators
- Host EC PLC meetings in order to provide training and updates to teachers
- Assist teachers with scheduling with general education teachers and assist with scheduling related service personnel
- Preview and review EC paperwork to ensure compliance of IEP's
- Provide teachers with strategies for remote learning
- Assist teachers with contacting guardians and students who are not attending the remote learning sessions
- Monitor teacher service logs in order to make sure all services are being documented
- Provide services to students when needed.

Lesson Planning and Monitoring Expectations

Learning targets will be communicated to students during remote learning through the following guide on digital lessons. As a district, we will continue to follow the Learning Focused Lesson Design as adopted. A remote learning lesson plan must adhere to the following principles related to Learning Focused/10 Non-Negotiables best practices in remote teaching and learning: equity, choice, flexibility, collaboration among students, and feedback on student work.

Structure	Purpose	Ideas for Implementation
ESSENTIAL QUESTION	To provide the student with the objective for the day's lesson	<ul style="list-style-type: none"> ● Post-it ● Think/Pair/Share ● Jamboard response box
ACTIVATOR	Links the student's prior knowledge in order to make a connection to the new learning HOOK to motivate, the LINK to prior knowledge and the PREVIEW to key vocabulary	<ul style="list-style-type: none"> ● Scavenger hunt ● Kahoot ● Wordle ● Videos ● Google meet discussions ● Google chats ● Google post-its ● Google form/survey (pre-assessment) ● Virtual think/pair/share
TEACH	To provide the lesson focus through the essential question, clarify key vocabulary needed to access the learning, activate or supply background knowledge, preview graphic organizer and reach various learning styles	<ul style="list-style-type: none"> ● State the Essential Question for the lesson ● Review key vocabulary through engaging strategies ● Activate prior knowledge through but not limited to an activating strategy ● Have students create or Introduce graphic organizer ● Provide new instruction while being mindful of the student's grade level attention spans ● Allow opportunities for collaboration between students / (virtual pair/share, discussion board, chat room, etc)

		<ul style="list-style-type: none"> ● Give students brain breaks
SUMMARIZING	To provide evidence of the student's learning by providing opportunities for the students to practice the skill or concept that was just taught and or independently apply their learning from the lesson	<ul style="list-style-type: none"> ● Kahoot ● Google Form, Quizzes ● Peardeck, Jamboard ● Poll everywhere ● Padlet ● Differentiated choice boards ● Tiered assignments ● Discussion boards ● PBLs ● Flipgrid ● Class Dojo posts

Monitoring of Remote Learning

The quality of remote instruction will be monitored through virtual walkthroughs that are achievable via administrator access to courses delivered through our LMS. Administrators and facilitators will have access to all teacher's remote learning schedules in order to attend virtual sessions. Administrators and facilitators will provide teachers with coaching and feedback geared towards making the remote learning experience more meaningful to the students.

Teaching of Learning Targets

All remote learning should be based on learning targets and follow the guidelines listed for digital lessons to ensure mastery of the standard course of study. These learning targets should be based on the standard course of study and differentiated based on student mastery. It is important when teachers create a required task/assignment that they give students a timeframe on when it will be due.

Time Limits for Remote Instruction

Maximizing engagement is key, so providing clear and consistent guidelines for guardians and students should be the goal. All remote instructional classwork should be completed during the day's allotted direct remote instruction class time. Any homework assigned should be completed before the next remote instructional session. The recommendation for an "adequate" amount of instructional work for students within a remote setting is listed below. Teachers should use this guide when planning instruction and workload for students and administrators are expected to monitor the application of this guide. It is imperative that teachers have cross PLC conversations revolving around work loads for individual subject areas. This will ensure that students are not overburdened with workloads that collectively exceed a maximum number of minutes across multiple teachers and classes. This is primarily a concern for secondary students that may have 4-6 different teachers.

Student Expectations

To ensure success in a remote learning environment, students should meet the following expectations:

- Attend scheduled virtual sessions, be on time, be attentive, and be prepared for class
- Actively participate in virtual lessons and do not cause distractions
- Respect and cooperate with teachers and other students
- Complete assignments in Google Classroom
 - All remote instructional classwork should be completed during the day's allotted direct remote instruction class time
 - Any homework assigned should be completed before the next remote instructional session

Remote Learning Face to Face Time Chart

Grade Level	Maximum Amount of Face to Face Instructional Time Per Day	Sustained Attention Span to inform chunking of direct instruction
Pre K	20 min/day	5 min
K	60 min/day	5 min
1-2	90 min/day	5-10 min
3-5	105-120 min/day	10-15 min

Student Expectations - Attendance

According to the SCS Attendance Policy, it sets forth the standards for school attendance programs and establishes the policies for school attendance services, attendance reporting, and follow-up procedures. With the transition to remote learning, it is critical that we maintain regular contact with students and families and support students' general well-being. Additionally, phone tutoring and after school tutoring sessions will be available. Packets will also be created during teacher PLC meetings for targeted review and tutoring.

Attendance Process:

- On remote learning days, it is the expectation that all students with access to the internet, attend all scheduled remote learning sessions with their teachers in order to be counted present for the day. If circumstances arise and it is not possible for the student to attend the remote learning session, ie. no wifi access or conflict in a parent/guardian's work schedule, it is the responsibility of the administrator, teacher, parent and student to develop an individualized attendance plan for those students. Daily attendance must be taken in the student information system, PowerSchool. A student is considered present for daily attendance during a remote learning day according to the following guidelines:
 - Students without a plan developed with the parent for contact
 - If a student attends a remote learning session through video conferencing;
 - Students with an individualized attendance plans:
 - If a student completes their daily assignments, either online or offline; and

- If a student has a daily check-in, a two-way communication, with the appropriate teacher(s):

Exceptional Children's Department Expectations

EC teachers will be responsible for keeping documentation of direct services provided remotely and contact made with students. The documentation will include goals worked on and progress made towards current goals. Documentation will be collected on the form provided by the EC department. This documentation will be housed in a digital EC folder shared with the EC Executive Director, EC Coordinator, and EC Program Specialists. EC case managers will work with verified guardians (via phone, in person, and/or digital platforms) to complete a remote learning plan for students with disabilities that will be kept in the EC folder so that guardians will be informed of how EC services will be provided. The plan is based on the amount of time that all students are being served remotely. Teachers will keep documentation of unsuccessful attempts to provide services and how the attempts were made (i.e. phone calls, online platforms, etc.).

IEP Meetings

Alternate means of participation in IEP team meeting is allowable by the federal regulations and state policies. The use of virtual conferences can be used. If alternate means of participation are used, planning efforts should include providing advance copies of proposed documents that the IEP team will be reviewing so that participants are assured meaningful engagement in the meeting. The proposed watermark on the generated documents in ECATS provides this flexibility of sharing documents ahead of time while ensuring that the team members understand that the draft is a starting point for team discussions. Diligent attempts to engage the parent/families in the IEP meeting should be made. Involve student support service team members to assist with making contact with guardians.

- Guardians can attend meetings through an online platform or via phone
- Guardians must attend meetings held virtually unless they have given verbal or written consent for the IEP team to meet without them; if a parent does not attend IEP must be future dated in order for the parent to receive and review
- Prior written notice must provide detailed information on how team members attended the meeting.
- There also needs to be information provided about what steps were taken to ensure parent participation
- Parent rights handbooks and the finalized documents need to be sent out to the guardians within three school days of the meeting

Supports identified with Exceptional Needs or Circumstances

We will remain connected to our most vulnerable students as we transition to remote learning. Schools must ensure effective intervention strategies to improve student attendance and interaction. Schools should be able to identify the reason a student remains absent, identify and log appropriate follow-up action, and re-engage the student.

- School staff will monitor the daily attendance of elementary school students through their school guidance counselor and take appropriate action in response to any unexplained or inadequately explained absence (as measured by lack of interaction) of such students in a remote learning environment. Monitoring of students with child welfare involvement requires same-day outreach for each absence, and such outreach must be accomplished through personal phone calls. Schools must follow the district's attendance policy regarding 3, 6, and 10-day letters.

Special Populations Expectations

English Language Learners

English Learners services during remote learning will be aligned to the SCS Language Instruction Educational Program (LIEP) Services. EL students are grouped in 3 different categories based on their W-APT or ACCESS test scores, Level 1, Level 2, and Level 3. Each level will be provided with differentiated content-based EL classes taught by the EL teacher using google meets, calls (students without internet access). Hard copies of all materials will be provided ahead of time. There will be ongoing collaboration between EL, content, EC, and AIG teachers on appropriate curriculum, instruction and differentiation to meet language and academic needs of all EL students. A copy of the students' EL plan will be provided to all teachers at the beginning of the school year to provide academic information and establish communication. This remote plan will be a continuation of the plan we have been using during the school closure period. Annual test scores, placement, EL plans, etc. are sent home in English and the native language using Ellevations. Daily needed translations will be provided using the district and school staff members. Additionally, each chromebook device is equipped with the google translate up to facilitate translations during sessions.

AIG

AIG identification practices during remote learning will align with the district's AIG plan. Students can be recommended for identification by teachers, guardians, administrators, and/or the students themselves. Students who are in need of CoGAT or ITBS testing for placement purposes will be tested, so long as state guidelines allow for face to face meeting. Social distancing and CDC guidelines will be followed during testing sessions.

AIG services during remote learning will be aligned to Scotland County's AIG Plan. AIG staff were part of school based teams that contributed to the Remote Learning Plan. AIG students are clustered in Math and/or Reading based on their gifted identification with an AIG certified teacher. This teacher will provide remote instruction through Scotland County's Remote Learning guidelines that are differentiated to meet the needs of gifted and advanced learners. Differentiation lessons may be delivered as, but are not limited to, choice boards, tiered assignments, problem based learning units, advanced learning labs, and/or project based learning. Instruction will be conducted both synchronously and/or asynchronously through video conferencing and the district's LMS. In classes where the teacher may not be AIG certified, the lead AIG facilitator for the school will co-teach with the teacher through co-designed lessons and co-teaching opportunities that may be synchronous and asynchronous. Passion projects are a component of the district's AIG plan and students will continue to work on these while in remote learning under the direct guidance of the AIG facilitators. DEPs are shared as "at a glance" documents for all AIG identified students with their non-AIG certified teachers. These "at a glance" documents share the strengths and needs of AIG identified students to better help their non-AIG certified teachers better differentiate for their needs. An AIG remote learning FAQ will be shared with district stakeholders to explain and describe expectations for the program during remote learning. In addition, lead AIG Facilitators will be expected to check in weekly with students and guardians via phone calls, google meets, LMS classroom pages, and/or class websites.

McKinney-Vento

Students who are identified as homeless under the McKinney Vento Act of 1987 are especially at-risk during school closures. As part of the SCS remote learning plan, any student who is identified as "homeless youth" or are at risk of becoming homeless will receive additional services and resources to supplement their education. Chromebooks, hot spots and other needed school supplies are provided and charges for these items are waived. In addition, school supplies are provided to students to keep where they are residing. School social workers maintain consistent contact with homeless youth and their families to work with them to identify resources within the community. During remote learning, school social workers contact homeless youth to ensure they are able to access the information needed to stay up to date and on track with their academics.

Parental Support

Parental support is paramount to success in remote learning. To ensure student success, parents/guardians should:

- Ensure their student attends scheduled virtual sessions
- Ensure their student has materials organized
- Ensure their student has a quiet place to complete his/her work with minimal distractions
- Communicates regularly with teachers, administrators, and counselors and notifies them of any problems with classes, technical difficulties or computer access
- Check PowerSchool weekly
- Review progress reports and communicate with teachers regarding their child's progress

Instructional Day

All remote learning should be based on learning targets and follow the guidelines listed for digital lessons to ensure mastery of the standard course of study. These learning targets should be based on the standard course of study and differentiated based on student mastery. It is important when teachers create a required task/assignment that they give students a timeframe of when it will be due. Maximizing engagement is key, so providing clear and consistent guidelines for guardians and students should be the goal. All remote instructional classwork should be completed during the day's allotted direct remote instruction class time. Any homework assigned should be completed before the next remote instructional session.

Remote Learning Face to Face Time Chart

Grade Level	Maximum Amount of Face to Face Instructional Time Per Day	Sustained Attention Span to inform chunking of direct instruction
Pre K	20 min/day	5 min
K	60 min/day	5 min
1-2	90 min/day	5-10 min
3-5	105-120 min/day	10-15 min

During remote learning, all elementary schools will follow the schedule below. Individual schools will share specific daily schedules within these parameters with guardians and students.

Grades K-2:

Time	Kindergarten
8:00 – 8:15	Read Aloud/Announcements
8:15 – 9:15	CORE 1
9:15 -9:30	Brain Break
9:30 – 10:00	Specials
10:00- 11:00	CORE 2
11:00-11:15	Brain Break
11:15 – 12:00	CORE 3
12:00 - 12:30	Small Group/Individual Instruction
12:30 - 1:00	Lunch
1:00-1:45	Planning/PLCs
1:45 – 3:00	End of Day Check ins by subject/Teacher Office Hours/Parent Contacts/Small Group and Individual Instruction/EC pull out

Time	1 st Grade
8:00 – 8:15	Read Aloud/Announcements
8:15 – 9:15	CORE 1
9:15 -9:30	Brain Break
9:30 – 10:30	CORE 2
10:30 – 10:45	Brain Break
10:45 – 11:15	Specials
11:15 – 12:00	CORE 3
12:00 - 12:30	Small Group/Individual Instruction
12:30 – 1:00	Lunch
1:00- 1:45	Planning/PLCs
1:45 – 3:00	End of Day Check ins by subject/Teacher Office Hours/Parent Contacts/Small Group and Individual Instruction/EC Pull out

Time	2nd Grade
8:00 – 8:15	Read Aloud/Announcements
8:15 – 8:45	Specials
8:45 - 9:45	CORE 1
9:45 - 10:00	Brain Break
10:00 - 11:00	CORE 2
11:00 - 11:15	Brain Break
11:15-12:00	CORE 3
12:00-12:30	Small Group/Individual Instruction
12:30 – 1:00	Lunch
1:00 - 1:45	Planning/PLCs
1:45 – 3:00	End of Day Check ins by subject/Teacher Office Hours/Parent Contacts/Small Group and Individual Instruction/EC Pull out

- K-2 core blocks consist of 10-15 minutes of live virtual instruction followed by guided and independent practice with teacher availability
- K-2 Afternoon Hours (1:45-3:00) will be flexed two times per week to allow teachers time to connect with students and families in the evenings. These flex days will be determined at the individual school level and shared with each school’s stakeholders

Time	3rd Grade
8:00 – 8:15	Read Aloud/Announcements
8:15 – 9:15	Block 1
9:15 – 9:30	Brain Break
9:30 – 10:00	Specials
10:00 – 11:00	Block 2
11:00 – 11:15	Brain Break
11:15 – 12:15	Block 3 or Small Group and Individual Instruction
12:15 – 12:45	Lunch
12:45 - 1:30	Planning/PLCs
1:30 – 3:00	End of Day Check ins by subject/Teacher Office Hours/Parent Contacts/Small Group and Individual Instruction/EC Pull Out

Time	4th Grade
8:00 – 8:15	Read Aloud/Announcements
8:15 – 9:15	Block 1
9:15 – 9:30	Brain Break
9:30 – 10:30	Block 2
10:30 – 10:45	Brain Break
10:45 – 11:15	Specials
11:15 – 12:15	Block 3
12:15 – 12:45	Lunch
12:45- 1:30	Planning/PLCs
1:30 – 3:00	End of Day Check ins by subject/Teacher Office Hours/Parent Contacts/Small Group and Individual Instruction/EC Pull Out

Time	5 th Grade
8:00 – 8:15	Read Aloud/Announcements
8:15 – 9:15	Block 1
9:15 – 9:30	Brain Break
9:30 – 10:30	Block 2
10:30 – 10:45	Brain Break
10:45 – 11:45	Block 3
11:45- 12:15	Specials
12:15 – 12:45	Lunch
12:45 - 1:30	Planning/PLCs
1:30 – 3:00	End of Day Check ins by subject/Teacher Office Hours/Parent Contacts/Small Group and Individual Instruction/EC Pull Out/PLCs

- 3-5 core blocks will consist of 15-20 minutes of live virtual instruction and then guided and individual practice with teacher availability
- The afternoon hours (1:30-3:00) will be flexed two times per week to allow teachers time to connect with students and families in the evenings. These flex days will be determined at the individual school level and shared with each school’s stakeholders

Grading and Feedback

A variety of engaging activities will be assigned to maintain student enthusiasm and motivation to learn. Assignments will be graded in accordance with Scotland County Schools’ grading policy, the same that is used during at-school learning days. Feedback concerning assignments will be given through the grading of the assignment, communication through email, LMS correspondence and phone calls. During remote learning, guardians can expect communication at least once a week (phone, email, Class Dojo, etc.) to receive feedback on their child’s progress.

When grading and assessing students, we will abide by the [grading policy code 3400](#) adopted by the Scotland County School Board. For grades K-5, it is a Scotland County Schools expectation that grades are updated weekly in PowerTeacher Pro. This is critically important when operating in a remote learning environment. Board policy 3400 will be followed while in remote learning with particular emphasis on the three highlighted portions below.

For grades K-2, the academic grading scale will be:

Checklist Code (non-shaded blocks)	Overall Grade Level Performance (shaded blocks)
S Satisfactory Progress 80-100% Proficiency	4 Exceeds grade level standards
N Needs further development 60-79% Proficiency	3 Meets grade level standards
U Unsatisfactory <60% Proficiency	2 Needs standards improvement
NA Not currently assessed	1 Significantly below standards

For grades 3-5, the academic grading scale will be:

A = 90-100	Superior Mastery
B = 89-80	Mastery
C = 79-70	Progress Toward Mastery
D= 69-60	Partial Mastery
F= Below 60	

Per Board Policy 3400, Grading Criteria

- o 10% Homework
- o 40% Class work (includes class work, quizzes, etc.)
- o 50% Tests (includes unit tests, projects, common assessments, essays, etc.)

Per Board Policy 3400, No Zero Policy

- For clarification purposes the following grading will be required:
 - The grade that the student receives should be entered initially; thus, entering a grade of a 50 at the end of the nine weeks as the report card grade. Progress reports should reflect the actual average at that point in the quarter.
 - If a student still has an opportunity to submit make-up work, missing assignments should be left as blanks, as opposed to 0's.
 - o If the student is not required to complete the assignment, click "Exempt" on the "Enter Marks/Comments" page.
 - o Teachers are required to utilize the automated comments in PowerSchool to indicate whether an assignment was "not submitted," "not yet mastered," etc.

Progress Reports and Report Cards

Regular communication with guardians/guardians by means other than formal report cards is encouraged. Within a remote setting, communication may include the following: scheduled parent/teacher virtual conferences, emails, telephone calls, proficiency/deficiency reports, and samples of students' work. Particular emphasis should be placed on contact with guardians/guardians of students who are experiencing difficulty in the school environment and/or who are at risk of failing a course or grade.

Interim reports to guardians shall be made at least once during each report card period.

To ensure that guardians are properly informed, teachers will maintain a record of all significant communications.

Progress reports and report cards will follow the SCS school calendar dates.

Test Retakes

Per board policy 3400, test retakes will still be allowed and provided in a remote learning environment.

In re-taking tests, there is a great opportunity for both teachers and students. Teachers have the opportunity to explore more creative ways to teach content and to address misunderstandings. Students have the opportunity to take ownership for their learning to fill a gap in understanding. Students will be able to retake a test only once. For those on quarantine, tests should be taken at school once a student returns.

- Guidelines

o Evidence of Intervention

- This process should be led by the teacher, but owned by the student. Intervention can take many different forms depending on the circumstances. The following interventions include, but are not limited to:
- If less than 80% of a class has "not yet mastered" an objective, **TIER I interventions should be documented**

o Logistics

- Re-takes should be administered within approximately 10 days of the original test and after the RTI process has occurred. Barriers that exist to a student being able to re-take a test should be removed. Thus, if a student is unable to stay after-school to re-take a test, teachers should make arrangements to allow the student to re-take the test before school, during class time, or during lunch. When applicable, re-takes should be provided to the majority of the class if the majority of the class has not reached "mastery".

o Grading

- For any re-take, a student will receive the grade of their **greatest** mastery (think SAT, EOC, EOG scoring). In other words, if they initially received a "54" and then scored a "75" on the re-take, the highest grade will be entered into PowerSchool, not the average. **(Highest grade received on a test retake of 80)**

Homework

Homework expectations in a remote learning environment must adhere to board policy 3400. The amount of homework should be appropriate to the students' needs and abilities; moreover, the total amount of homework from all the students' classes should be reasonable. In calculating a reasonable amount of homework, use the Ten-Minute Rule (Cooper, 2006). This rule states that a student should have approximately 10 minutes of homework per grade level. For example, a first grader should have no more than 10 minutes worth of homework; a sixth grader should have no more than 60 minutes, etc. This rule should be used as a guideline and not interpreted as policy.

Professional Development

Teachers have the opportunity to choose instructional technology sessions geared toward implementing remote learning activities and strategies within their classrooms. We will also offer specific sessions that all teachers are required to take based on the LMS used within their grade span (K-5 Google Classroom). In addition to school year PD, online modules will be provided to teachers throughout the school year. Teachers will be made aware of these opportunities through our district's weekly cabinet notes, the curriculum and instruction website, emails, Scotland County's virtual catalog of offerings and through information shared directly with principals and digital instructional facilitators.

Remote Learning Professional Development Offerings

LMS Training: The district has adopted the following LMS platforms to ensure consistency across the district by grade span.

- Google Classroom
 - K-5
 - Self Contained EC

Professional Development (Supports)

Teachers and administrators have access to support through our Instructional Technology department to ensure successful application of the strategies taught in district remote learning professional development. This support includes, providing school based/small group professional development during PLCs and staff meetings, informal walk throughs, classroom visits, demonstration lessons, virtual meetings, emails and phone calls. Digital Instructional Facilitators are based at each school site to provide on demand coaching and assistance with regards to remote instruction and learning.

Professional Development Offerings

Remote Learning Lesson Planning

- Incorporation of 10 non-negotiables (All Teachers)

Online Instructional Resources: These instructional resources are approved and supported by the district for use in remote learning to ensure that the number of technology tools used by teachers, students, and families are simplified.

- Screencastify (All Teachers)
- Google Meet and Zoom (All Teachers)
- FlipGrid (All Teachers)
- Google Suites (Google Forms, Google Sites, Google Sheets, Google Docs, Google Slides) (All Teachers)
- Class Dojo (All Teachers)
- Jamboard (All Teachers)
- Google Classroom (K-5 Teachers)

Instructional Strategies Professional Development in Remote Learning

- Meeting the Social Emotional Needs in Remote Learning (All Teachers and Administrators)
- Differentiation in Remote Learning (All Teachers and Administrators)
- Universal Design Principles for Remote Learning (All Teachers and Administrators)
- Addressing EC and Learning Differences in Remote Learning (All Teachers and Administrators)
- Increasing student engagement in Remote Learning (All Teachers and Administrators)
- Data Driven Remote Learning Instruction (All Teachers and Administrators)
- Using I-Station Remotely (K-4 Teachers)
- COVID-19 Safety Protocols Professional Development for (all SCS staff) (Cafeteria, Bus Drivers, Teachers, TAs, PCAs, Substitutes, Non-certified staff (office, powerschool, bookkeepers), CO Staff, Admin, Custodians, guardians, Maintenance Staff, Board Members, SROs, EC Staff, Tutors)

LMS Student and Teacher Training Opportunities

Since Scotland County Schools is a 1:World district, students are provided training on the district's LMS as part of their class lessons at the beginning of the 2020-2021 school year. There will be 2 LMS platforms used within the district, Google Classroom for grades K-5. The district will provide teachers with lessons/modules that address the use of the LMS from a student perspective to include:

- how to use the LMS for remote learning,
- how to locate, complete, and submit assignments,
- how to communicate with the instructor and their peers,
- how to utilize the tools built into the LMS .

In addition, students will be provided with quick reference guides to the most common features of the LMS.

Parent Resources for Remote Learning:

Guidelines and resources for remote teaching and learning will be made available to guardians through the district website Remote Learning Page. These guidelines and resources address best practices from both an instructional perspective as well as a familial support viewpoint. School based digital instructional facilitators will be provided short overview LMS training for guardians. This training will help guardians better understand their child's LMS. This training can be provided virtually or face to face (following CDC social distancing guidelines).

Teacher Resources for Remote Learning:

Guidelines and resources for remote teaching and learning will be made available to teachers through the district website Remote Learning Page. These guidelines and resources address best practices from both an instructional perspective as well as a familial support viewpoint. PD specific to teacher assistants will occur to maximize remote learning and teaching.

Professional Learning Communities

Professional Learning Communities (PLCs) will be held weekly at all school sites through the use of Google Meet or Zoom. These PLCs will be held through video conferencing and/or face to face. It is the expectation of the district that PLC participation and attendance is monitored by the school administrator as the instructional leader of the PLC. These PLCs will allow teachers the opportunity to continue to collaborate across their content areas while ensuring that differentiated instruction is based on student data. PLCs should include the following teachers and staff to accommodate the needs of the whole child:

- grade level teachers,
- exceptional children teachers,
- digital instructional facilitators,
- administration, social workers,
- school counselors, teacher assistants (as needed)
- school nurses (as needed)

PLC agendas should include, but not be limited to:

- self-care and/or team building for teachers,
- administrative share outs and communication,
- data informed instructional questions
 - (What does your most recent student assessment data tell you?
 - What did you expect students to learn?
 - How do you know if each student has learned it?
 - How has the rigor increased from the last assessment?
 - What interventions are being put in place for those that have not learned the material?
 - What extensions are being provided for students that have learned the material?) to guide remote lesson planning, lesson planning, social-emotional student concerns, and a teacher PLC attendance sheet

PLC teams should use assessment data (exit tickets, Google form data, Flipgrids, etc), attendance data, student participation data, and student work completion data to inform their future remote planning and next steps with regards to student instruction and socio-emotional supports. When planning remote learning, PLC teams will review pacing guides and student data to determine upcoming lessons and inform instruction and interventions, both academic, socio-emotional, and coordinate student workload expectations for the week, across content areas. Remote learning lessons are based on The Structure of a Digital Minilesson (Ziemke & Muhtaris, 2020) and Universal Design Principles for Learning guidelines. Remote learning lesson plans that are designed in PLCs must adhere to the following principles related to our district's best instructional practices as well as research-based best practices in remote teaching and learning:

- equity,
- choice,
- flexibility,
- collaboration among students,
- feedback on student work

Communication

On-line Communication Options

Students will have access virtually to their teacher during the hours they will be receiving remote instruction. Furthermore, students will also have the ability to contact their teacher(s) by means of email and chat features available in our LMS. Teachers will also provide office hours each day, outside of the scheduled class time, that will allow students, as well as guardians, to ask questions and/or receive clarification. A schedule will be provided by each school to give students and guardians an overall layout of the remote learning day which will include core classes, elective classes, teacher office hours, breaks and lunch. In addition to video conferencing, email, and chat, students can also reach teachers through various communication apps to include but not limited to: Class Dojo, SeeSaw, RemindApp, etc

Off-line Communication Options

With regards to offline contact options, students can call their teachers at their schools. If teachers are not available, students can leave a voicemail message for the teacher in the school's main voicemail box. School receptionists are expected to check the school's voicemail frequently throughout the day and share messages with teachers. Teachers are expected to return all calls within 24 hours.

Tech Support

Scotland County Schools have a Tech Help Desk available for our guardians, teachers, and students to utilize in case they are having software or hardware issues with their school-owned Chromebook or Wi-Fi hot spot during at-home remote learning instruction. If students are experiencing difficulty with their school-issued Chromebook or school-issued mobile hotspot, they may email helpdesk@scsnc.org or they can call the following:

Helpdesk Hotline - 910-610-5481 - Open 8:00 am - 8:00 pm, Mondays - Fridays while in remote learning.

For students and staff at:

Scotland High - Call the Hotline or Jordan Goldson @ 910-852-0608

Spring Hill Middle - Call the Hotline or Ronald Dukes @ 910-318-2013

Carver Middle - Call the Hotline or Sekoya Anderson @ 910-544-6354

South Johnson Elementary - Call the Hotline or Tracy McGill @ 910-852-0608

Laurel Hill Elementary - Call the Hotline or Sekoya Anderson @ 910-544-6354

Sycamore Lane Primary/Elementary - Call the Hotline or Tracy McGill @ 910-852-0608

Wagram Elementary - Call the Hotline or Ronald Dukes @ 910-318-2013

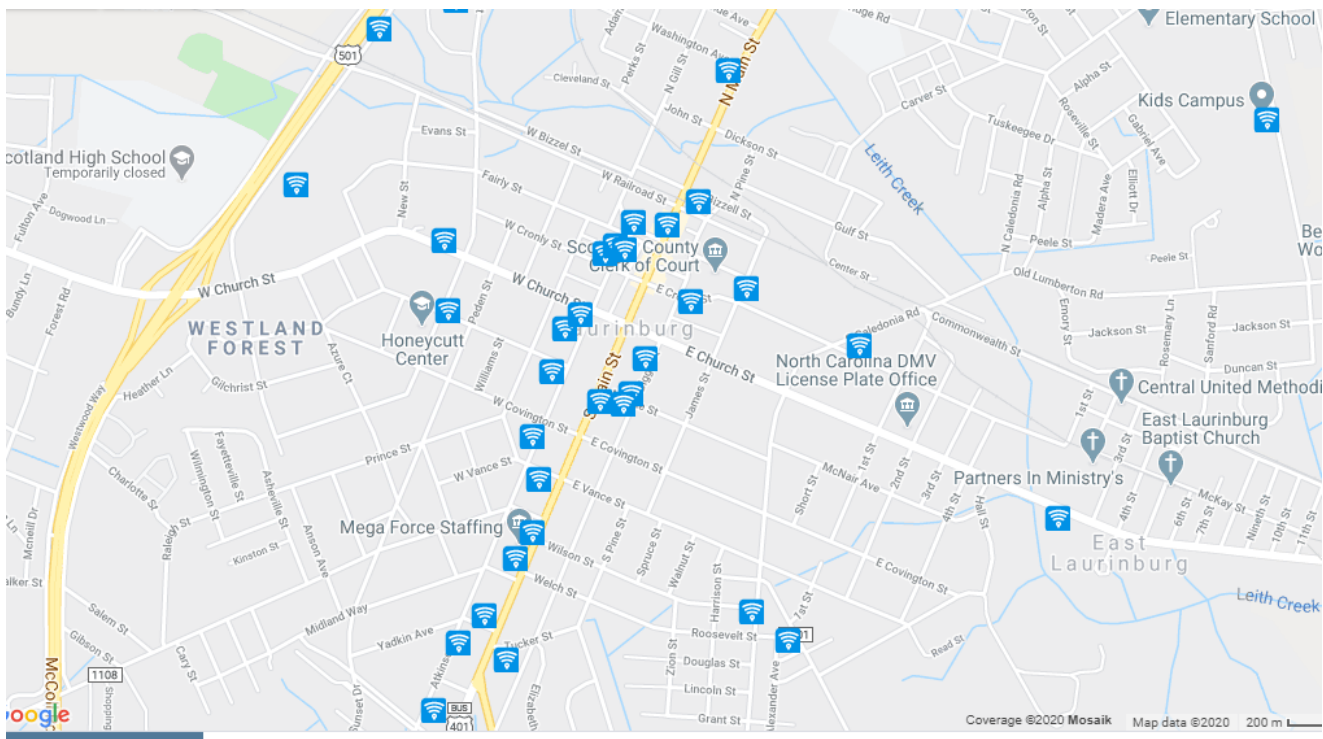
Shaw Academy - Call the Hotline or LeJuan Oxendine @ 910-852-1508

SEarCH - Call the Hotline or LeJuan Oxendine @ 910-852-1508

The information above is shared on the district's website, social media page, and on flyers posted at the front of school buildings.. All Scotland County staff are required to undergo customer service training with the district's Public Information Officer. This training will ensure that technology staff are courteous and effective in their communication with stakeholders. Technology staff will participate in ongoing professional development as deemed necessary by the Chief Technology Officer to guarantee that members of the technology department are up to date on all aspects of hardware and software products.

WiFi Access

Our district currently has all school buses equipped with wifi as well as adding long range extenders to each of our buildings to allow for additional connectivity for any person on school grounds including the parking lot. Spectrum has also released free hotspot connectivity by sharing community internet services with students. A map detailing the places in which a student can access high speed internet throughout the Laurinburg area can be seen here:



This map with address locations will be shared with guardians and students on the district's web page under the remote learning tab as well as through correspondence sent home to guardians.

School Based Community Partnerships

Scotland County also has strong relationships with our local faith-based institutions as well as the local businesses that will allow any student with an ID the ability to access their high speed network.

If a need arises for child care, clothing, food, medical services, and/or mental health services, school social workers will be the primary contact in each building. Social Workers will help families access these services.

Safety Expectations During Remote Learning

Expectations for Students

- All students are required to wear a face covering on campus unless they have an exception, are eating or engaged in a strenuous activity even when they are 6 ft. apart
- All students are required to wear face coverings on buses unless they have an exception even when they are 6 ft apart
- All students are required to follow social distancing of remaining 6 ft apart
- All students are required to follow signs and directions posted in and around the building
- All students are required to wash hands and use hand sanitizer throughout the day including before and after eating, after using the restroom, when boarding the school bus, after playground use and after sneezing, coughing or blowing nose

Expectations for Parents

- All parents/guardians are to wear a face covering when entering a building and participate in the symptom screening including temperature checks
- All parents/guardians are required to keep school administration updated on demographic information including addresses, phone numbers and additional contacts
- All parents/guardians are expected to pick their child up from school if they are sick and keep their child home if they are sick
- All parents/guardians are expected to follow social distancing guidelines of remaining 6 ft apart in and around buildings
- All parents/guardians are required to notify the school nurse if their child(ren) are experiencing any COVID-19 symptoms and follow DHHS and CDC guidelines(shared by the school nurse) for student return

Expectations for Teachers/Staff

- All staff are required to complete the symptom screening questionnaire and have their temperature taken when entering the school building
- All staff are required to contact their immediate supervisor if they are experiencing any COVID-19 related symptoms
- All staff are required to stay home and contact their immediate supervisor if they are sick

- All staff are required to follow social distancing guidelines of 6 ft apart in and around buildings
- All staff are required to wear a face covering in school buildings even when practicing social distancing
- All staff are required to wash hands and use hand sanitizer frequently
- All staff should follow maximum occupancy guidelines and other signage throughout the school building

FAQs

What happens if my child needs assistance?

The expectation is that your child will have access virtually to their teacher during the hours they would be receiving direct instruction on a normal day. Students will also have the ability to contact their instructor(s) by means of email and chat features available in our LMS.

When will Remote Learning day assignments get posted?

Work for students will be posted by their teacher(s) by the start of the regularly scheduled school day in the teacher's LMS course.

What do I do if I don't have internet access at home?

Connectivity is required to operate an e-Learning day. If you do not have internet access at your home, and you did not receive a hotspot with your student's Chromebook at the beginning of the year, our Technology department has limited numbers of hotspots that can be married to your child's Chromebook. You may also use a community hotspot (local businesses) that have public wi-fi. A detailed map is included in our SCS Remote Learning plan where free access is provided. Additionally, the wifi extends beyond our buildings and can be accessed if you are in a close enough proximity to our school buildings.

What do I do if I have technology related questions during an eLearning day?

If you are having technology related issues, please feel free to contact the technology representative assigned to your school. This plan includes contact information for each school and it will be posted on the school's website.

How much school work will students be required to accomplish?

We will not overload our students with busy work but will provide meaningful learning activities related to their current unit of study. Assignments should take a reasonable amount of time to complete when on task.

When will assignments be due?

As students complete their work, they should upload their assignments. If an Internet connection is not available, they will have up to two school days after the last school cancellation to turn in assigned work.

Do students with identified special learning needs have an alternative means to access their education on eLearning days?

Yes, individual support, services and accommodations for students with an Individual Education Program (IEP), English Learners or a Section 504 Plan will be followed as a part of Remote Learning.

What is a hotspot?

If your area does not provide router-based or DSL Internet service, a hotspot is an alternative that allows you to connect to the Internet with your mobile phone using wireless cellular data. Whenever you create a hotspot, make sure to monitor your data usage. Unless you are on an unlimited data plan, avoid streaming videos or downloading large files.

Middle School Handbook

Introduction and Purpose

In order to ensure that the students and staff in Scotland County have a successful remote teaching and learning experience, we have created this Scotland County Remote Learning Handbook. This important information is provided to ensure that all stakeholders (teachers, administrators, instructional support, guardians, and students) have a clear understanding of specific policies, procedures and expectations as related to remote teaching and learning within Scotland County Schools. During this time of remote teaching and learning, all Scotland County stakeholders must be familiar with and abide by the policies, procedures and expectations outlined in this handbook.

Due to the continuously changing nature of information received regarding remote learning, there may be a need to update the content in this handbook from time to time, throughout the school year. Scotland County Schools will provide notice of changes via our district and school's website, Connect 5 messages and communications from individual schools. It is the responsibility of all stakeholders to review such changes and to remain apprised of the current version of the handbook.

EXPECTATIONS

Our goal in SCS is to provide uninterrupted instruction to our students when our traditional schedule is disrupted by events out of our control. To allow this, we will utilize best practices from remote learning instruction and blend them with resources and content specific to our students. **A remote learning day is not a day off from school. It is, instead, a change of the modality of instruction.** PLCs, data meetings, and professional development will be attended virtually on these days through video conferencing, following the schedule as set by each school. In coordination with their principal, during remote learning, all Scotland County Schools certified and non-certified staff have the flexibility to work in their buildings or remotely from home. If the option to work from home is chosen and approved by administration, certified and non-certified staff will be held accountable to a remote learning working agreement.

Staff (Certified and Non-Certified) Expectations

- **Certified Staff** - Schools will provide daily work schedules for certified staff that include: one on one, small group and whole group instruction times with students, PLC meeting times, professional development module expectations, student and parent contact expectations, and teacher office hours. **The daily work schedules for certified staff, regardless of grade level or content area, will be from 8:00am-3:00pm district-wide.** It should be noted that on special occasions, certified staff may have to adjust their hours and work outside of the set district-wide hours, working later into the afternoon/evening in order to reach/contact guardians or students after they get home from work. If an adjustment in work hours is required, this should be approved by the school based administrator in advance. Administrators should allow flexibility with staff who may have to schedule evening video conferencing sessions and/or phone calls with students and guardians. During remote learning, certified staff will maintain a district adopted, daily log. This daily log will be a google form used to log all daily activities. School based administrators will monitor logs and provide feedback when necessary, to all certified staff members.

- **Non Certified Staff** - Schools will provide daily work schedules for non-certified staff that include one on one and small group instruction times with students, PLC meeting times, professional development module expectations, student and parent contact expectations, and any other duties assigned by the school based administrators such as assisting with meal preparation, delivery and assembly of student work etc... **The daily work schedules for non certified staff, regardless of grade level or content area will be from 8:00am-3:00pm district-wide.** It should be noted that on special occasions, non certified staff may have to adjust their hours and work outside of the set district-wide hours, working later into the afternoon/evening in order to reach/contact guardians or students after they get home from work. If an adjustment in work hours is required, this should be approved by the school based administrator in advance. Administrators should allow flexibility with non certified staff who may have to schedule evening video conferencing sessions and/or phone calls with students and guardians. During remote learning, non certified staff will maintain a district adopted daily log. This daily log will be a google form used to log all daily activities. School based administrators will monitor logs and provide feedback, when necessary.

General Education and Exceptional Children's Staff

- Schedule of face to face virtual conferences utilizing Google Meet with a maximum of 20 minutes direct instruction daily, per class. General education teachers will maintain connection during Guided/Independent Instruction for questions and individualized instruction. This connection should remain active during the times teachers would regularly have students in their care/supervision which would require teachers to remain active/on-line during all remote learning sessions. Teachers are expected to provide breaks throughout the lesson in order to allow for students' processing of information that is presented. Frequent distributed summarizing is also an expectation. Daily instruction should follow the student's face to face schedule for classes to ensure that teachers do not overlap instructional video conferencing times.
- Teachers should call students and/or guardians to provide positive reports, follow up with or address any concerns immediately as they arise. Please ensure that you update your contact information for your students and guardians to include working phone numbers and email addresses for parents and guardians monthly.
- PLCs should involve collaboration between subject teams and with other support personnel such as EC and Student Services. PLCs are to be held virtually on scheduled days. PLC schedules will be established by school based administration.
- Principals, APs, and digital facilitators will have access to teachers' courses and will be expected to engage in virtual walkthroughs of the instruction. Teachers will be expected to invite administration and digital instructional facilitators to video conferencing sessions with students to provide opportunities for feedback and coaching on the remote instruction provided.
- Instructional focus should be based on data and standards alignment. Remote learning should **'NOT'** be busy work/remediation for students. With our 1:World plan, we have been preparing for digital teaching and learning. The only interruption to instruction should be proximity, not content.
- EC teachers should work hand and hand with the regular education teacher so that students are receiving adequate support. If the teachers work in a co-teaching environment they should be listed in the regular education teacher's virtual platform as a teacher. Any pullout services like SPIRE should be completed by the EC teacher based on the needs of the student including virtual platforms and phone calls.

- Regular education and exceptional children’s teachers will keep documentation of unsuccessful attempts to provide services, how the attempts were made (i.e. phone calls, online platforms, etc.), requested and held conferences with guardians and how students will make-up work.

Paraprofessionals

- Participate using the video platform used by the teacher.
- Complete all special duties as assigned by the school based administrator.

Elective Teachers

- Schedule of face to face virtual conferences utilizing Google Meet with a maximum of 20 minutes direct instruction daily, per class. Elective teachers will maintain connection during Guided/Independent Instruction for questions and individualized instruction. This connection should remain active during the times teachers would regularly have students in their care/supervision. Teachers are expected to provide breaks throughout the lesson in order to allow for students’ processing of information that is presented. Daily instruction should follow the student’s face to face schedule for classes to ensure that teachers do not overlap instructional video conferencing times.
- Elective teachers should call students and/or guardians to follow up with and address any concerns at a minimum of one time per week. Please ensure that you update your contact information for your students and guardians to include working phone numbers and email addresses for guardians monthly.
- PLCs are to be held virtually on scheduled days. PLC schedules will be established by school based administration.
- Principals, APs, and digital facilitators will have access to teachers’ courses and will be expected to engage in virtual walkthroughs of the instruction. Teachers will be expected to invite administration and digital integration facilitators to video conferencing sessions with students to provide opportunities for feedback and coaching on the remote instruction provided.
- Instructional focus should be based on data and standards alignment. Remote learning should be busy work/remediation for students. With our 1:World plan, we have been preparing for digital teaching and learning. The only interruption to instruction should be proximity, not content.

Teacher Assistants

Teacher assistants serve a vital role in the classroom and school. During remote learning days, TAs may be assigned the following duties, but not limited to:

- Meeting with students one on one or in small groups through video conferencing
- Riding school buses to deliver meals and instructional materials
- Contacting guardians and/or students
- Preparing remote learning offline resources, etc.

Student Services

Social Worker

- Contact every student and family to identify needs
- McKinney Vento families contact to locate and assist with needed resources
- Case Management
- Virtual CFST Meetings
- Maintain virtual office hours as prescribed by school based administrator
- Any other duty as assigned by the school based administrator

Nurse

- Contact students/families with chronic conditions
- Case management
- Classes for students on sleep, nutrition, health and wellness, exercise, hand washing, etc. modules in collaboration with Health/PE teachers
- Monitor acute illnesses (flu, coronavirus, strep, lice, etc.)
- Collaboration and communication with the local health department regarding updates and communication with school system administration
- Virtual CFST Meetings
- Maintain virtual office hours as prescribed by school based administrator
- Any other duty as assigned by the school based administrator

School Counselor

- Contact students in sessions to continue individual and small group sessions.
- Classroom lessons uploaded
- Teacher contacts
- Case Management
- Maintain virtual office hours as prescribed by school based administrator
- Any other duty as assigned by the school based administrator

School Based Mental Health

- Counseling sessions (individual and small group)
- Making contact with all students on caseloads for check in
- Case Management
- Maintain virtual office hours as prescribed by school based administrator
- Any other duty as assigned by the school based administrator

504 Case Managers

- Virtual review/reevaluation meetings
- Ensure accommodations are being met
- Monitor plans
- Maintain virtual office hours as prescribed by school based administrator
- Any other duty as assigned by the school based administrator

Administrators

During remote learning, building administrators are expected to be in their buildings, unless directed by the Superintendent. Daily expectations for administrators may include the following but are not limited to:

- Lead Virtual PLCs
- Conduct virtual walkthroughs and provide feedback
- Observe video conferencing sessions for synchronous instruction and provide coaching
- Provide instructional support
- Hold virtual staff meetings
- Monitor logistics of remote learning day (daily work logs, teacher schedules, hardware/software issues, etc) and provide feedback
- Conduct professional development
- Manage the day to day operation of the building
- Check student work packets that are being distributed to students
- Ensure that teachers are maintaining constant and consistent communication with students

Digital Instructional Facilitators

During remote learning, digital instructional facilitators are expected to be in their buildings, unless directed by their principal. Daily expectations for DIFs may include the following but are not limited to:

- Lead/Attend Virtual PLCs
- Conduct virtual walkthroughs and provide coaching
- Observe video conferencing sessions for synchronous instruction and provide coaching
- Provide instructional support
- Develop and design instructional materials to support remote learning
- Research and find remote learning resources for teachers
- Conduct professional development
- Provide on-demand instructional tech support to faculty
- Any other duty as assigned by the school based administrator

EC Inclusion Teachers

- Collaborate with the general education teacher in order to provide inclusion services
- Be available when their general education is conducting the lessons online in order to provide support
- Contact students and conduct small group session during this time when needed
- Maintain documentation of all modifications and accommodations that students are receiving during online classroom instruction
- Follow-up with students when assignments are missing to ensure they do not need additional support

EC Separate Setting Teachers

- Separate setting teachers will need to develop a schedule of when/how direct instruction will be provided for each subject area. This will be individualized per student.
- The plan for providing services is kept in the EC folder and the parent receives a copy.
- The remote learning platforms will need to be individualized based on student abilities and needs. Teachers will use all available student data to determine the appropriate remote learning platform for a student to ensure accessibility
- Collaborate with classified staff members that support your classroom/students to ensure they remain actively engaged in the remote learning of students and understand expectations of support that they will need to provide
- Collaborate with any related service provider (speech, occupational therapy, and physical therapy) to ensure that all services can be coordinated

Related Services

- Related services providers will develop a schedule, taking into account that students may have multiple teachers/service providers attempting to engage the student and/or families
- When appropriate related service providers will collaborate with other service providers who serve the same students in order to allow the student to log in once (therapist serves the student separately during login)
- Related service providers will utilize the FERPA/HIPAA compliant digital platform provided by the district to engage students in online services
- If the use of digital platforms is not developmentally appropriate for the student to access services, the related services provider will collaborate with guardians/guardians through the use of packet materials and/or phone consultation to guide guardians/guardians in practice activities that can be completed at home without a digital delivery platform. In this case, the provider must schedule a time to work with the student/parent in another method which could include phone calls.
- Related service providers will document all attempts of contact and services provided

Classified Personnel (PCA's, Teacher assistants, and CNA's)

Classified staff members are expected to participate in the remote learning instruction that is being provided by the classroom teacher. This may include:

- Being present in remote learning platforms with the teacher to observe student performance and collect data toward IEP goals
- Working with students one-on-one or small groups using the remote learning platform after the teacher has provided direct instruction
- Planning with teachers regularly before remote services are implemented in order to ensure their role
- Provide assistance to related services personnel when needed

Behavior Support Assistants

- Collaborate with teachers to provide social skills on their caseload remotely
- Communicate with teachers and parents/guardians about any social-emotional needs students may need assistance with due to remote-learning
- Log in to google classroom in order to collect data on students on their caseload that may have behavioral needs

Program Specialists

Program specialists will work to support the remote learning provided by EC teachers and will keep documentation of the support/contact they have with teachers and other staff members. This may include:

- Providing guidance on the use of specific instructional practices during remote learning
- Providing feedback to teachers regarding instructional practices
- Attending EC PLC meetings in order to assist teachers with problem-solving student engagement or other issues that may arise during remote learning
- Providing support in the use of various remote learning platforms and online learning activities
- Share digital resources to support teachers and students in remote learning

EC Facilitators

- Schedule and facilitate IEP meetings and make sure that appropriate personnel are notified in order to take this requirement off the plates of administrators
- Host EC PLC meetings in order to provide training and updates to teachers
- Assist teachers with scheduling with general education teachers and assist with scheduling related service personnel
- Preview and review EC paperwork to ensure compliance of IEP's
- Provide teachers with strategies for remote learning
- Assist teachers with contacting guardians and students who are not attending the remote learning sessions
- Monitor teacher service logs in order to make sure all services are being documented

Lesson Planning and Monitoring Expectations

Learning targets will be communicated to students during remote learning through the following guide on digital lessons. As a district, we will continue to follow a lesson plan focusing on the best practices in remote teaching and learning: equity, choice, flexibility, collaboration among students, and feedback on student work.

Structure	Purpose	Ideas for Implementation
ESSENTIAL QUESTION	To provide the student with the objective for the day's lesson	<ul style="list-style-type: none"> ● Post-it ● Think/Pair/Share ● Jamboard response box
ACTIVATOR	Links the student's prior knowledge in order to make a connection to the new learning HOOK to motivate, the LINK to prior knowledge and the PREVIEW to key vocabulary	<ul style="list-style-type: none"> ● Scavenger hunt ● Kahoot ● Wordle ● Videos ● Google meet discussions ● Google chats ● Google post-its ● Google form/survey (pre-assessment) ● Virtual think/pair/share
TEACH	To provide the lesson focus through the essential question, clarify key vocabulary needed to access the learning, activate or supply background knowledge, preview graphic organizer and reach various learning styles	<ul style="list-style-type: none"> ● State the Essential Question for the lesson ● Review key vocabulary through engaging strategies ● Activate prior knowledge through but not limited to an activating strategy ● Have students create or Introduce graphic organizer ● Provide new instruction while being mindful of the student's grade level attention spans ● Allow opportunities for collaboration between students / (virtual pair/share, discussion board, chat room, etc) ● Give students brain

		breaks
SUMMARIZING	To provide evidence of the student's learning by providing opportunities for the students to practice the skill or concept that was just taught and or independently apply their learning from the lesson	<ul style="list-style-type: none"> ● Kahoot ● Google Form, Quizzes ● Peardeck, Jamboard ● Poll everywhere ● Padlet ● Differentiated choice boards ● Tiered assignments ● Discussion boards ● PBLs ● Flipgrid ● Class Dojo posts

Monitoring of Remote Learning

The quality of remote instruction will be monitored through virtual walkthroughs that are achievable via administrator access to courses delivered through our LMS. Administrators and facilitators will have access to all teacher's remote learning schedules in order to attend virtual sessions. Administrators and facilitators will provide teachers with coaching and feedback geared towards making the remote learning experience more meaningful to the students.

Teaching of Learning Targets

All remote learning should be based on learning targets and follow the guidelines listed for digital lessons to ensure mastery of the standard course of study. These learning targets should be based on the standard course of study and differentiated based on student mastery. It is important when teachers create a required task/assignment that they give students a timeframe on when it will be due.

Time Limits for Virtual Instruction

Maximizing engagement is key, so providing clear and consistent guidelines for guardians and students should be the goal. All remote instructional classwork should be completed during the day's allotted direct remote instruction class time. Any homework assigned should be completed before the next remote instructional session. The recommendation for an "adequate" amount of instructional work for students within a remote setting is listed below. Teachers should use this guide when planning instruction and workload for students and administrators are expected to monitor the application of this guide. It is imperative that teachers have cross PLC conversations revolving around work loads for individual subject areas. This will ensure that students are not overburdened with workloads that collectively exceed a maximum number of minutes across multiple teachers and classes. This is a primary concern for secondary students that may have 4-6 different teachers.

Student Expectations

To ensure success in a remote learning environment, students should meet the following expectations:

- Attend scheduled virtual sessions, be on time, be attentive, and be prepared for class
- Actively participate in virtual lessons and do not cause distractions
- Respect and cooperate with teachers and other students
- Complete assignments in CANVAS
 - All remote instructional classwork should be completed during the day's allotted direct remote instruction class time.
 - Any homework assigned should be completed before the next remote instructional session.

Remote Learning Face to Face Time Chart

Grade Level	Maximum Amount of Face to Face Instructional Time Per Day	Sustained Attention Span to inform chunking of direct instruction
6-8	120 min/day	20-30 min

Student Expectations - Attendance

According to the SCS Attendance Policy, it sets forth the standards for school attendance programs and establishes the policies for school attendance services, attendance reporting, and follow-up procedures. With the transition to remote learning, it is critical that we maintain regular contact with students and families and support students' general well-being.

Attendance Process:

- On remote learning days, it is the expectation that all students with access to the internet to attend all scheduled remote learning sessions with their teachers in order to be counted present for the day. If circumstances arise and it is not possible for the student to attend the remote learning session, ie. no wifi access or conflict in a parent's work schedule, it is the responsibility of the administrator, teacher, parent and student to develop an individualized attendance plan for those students. Daily attendance must be taken in the student information system, PowerSchool. A student is considered present for daily attendance during a remote learning day according to the following guidelines:
 - Students without a plan developed with the parent for contact:
 - If a student attends a remote learning session through video conferencing;
 - Students with an individualized attendance plans:
 - If a student completes their daily assignments, either online or offline; and
 - If a student has a daily check-in, a two-way communication, with the appropriate teacher(s):

Exceptional Children's Department Expectations

EC teachers will be responsible for keeping documentation of direct services provided remotely and contact made with students. The documentation will include goals worked on and progress made towards current goals. Documentation will be collected on the form provided by the EC department. This documentation will be housed in a digital EC folder shared with the EC Executive Director, EC Coordinator, and EC Program Specialists. EC case managers will work with guardians (via phone, in person, and/or digital platforms) to complete a remote learning plan for students with disabilities that will be kept in the EC folder so that guardians will be informed of how EC services will be provided. The plan is based on the amount of time that all students are being served remotely. Teachers will keep documentation of unsuccessful attempts to provide services and how the attempts were made (i.e. phone calls, online platforms, etc.).

IEP Meetings

Alternate means of participation in IEP team meeting is allowable by the federal regulations and state policies. The use of virtual conferences can be used. If alternate means of participation are used, planning efforts should include providing advance copies of proposed documents that the IEP team will be reviewing so that participants are assured meaningful engagement in the meeting. The proposed watermark on the generated documents in ECATS provides this flexibility of sharing documents ahead of time while ensuring that the team members understand that the draft is a starting point for team discussions. Diligent attempts to engage the parent/families in the IEP meeting should be made. Involve student support service team members to assist with making contact with guardians.

- Parent/guardians can attend meetings through an online platform or via phone
- Parent/guardians must attend meetings held virtually unless they have given verbal or written consent for the IEP team to meet without them; if a parent does not attend IEP must be future dated in order for the parent to receive and review
- Prior written notice must provide detailed information on how team members attended the meeting. There also needs to be information provided about what steps were taken to ensure parent participation.
- Parent rights handbooks and the finalized documents need to be sent out to the guardians within three school days of the meeting.

Supports identified with Exceptional Needs or Circumstances

We will remain connected to our most vulnerable students as we transition to remote learning. Schools must ensure effective intervention strategies to improve student attendance and interaction. Schools should be able to identify the reason a student remains absent, identify and log appropriate follow-up action, and re-engage the student.

- School staff will monitor the daily attendance of elementary and middle school students through their school guidance counselor and take appropriate action in response to any unexplained or inadequately explained absence (as measured by lack of interaction) of such students in a remote learning environment. Monitoring of students with child welfare involvement requires same-day outreach for each absence, and such outreach must be accomplished through personal phone calls. Schools must follow the district's attendance policy regarding 3, 6, and 10-day letters.

Special Populations Expectations

English Learners

English Learners services during remote learning will be aligned to the SCS Language Instruction Educational Program (LIEP) Services. EL students are grouped in 3 different categories based on their W-APT or ACCESS test scores, Level 1, Level 2, and Level 3. Each level will be provided with differentiated content-based EL classes taught by the EL teacher using google meets, calls (students without internet access). Hard copies of all materials will be provided ahead of time. There will be ongoing collaboration between EL, content, EC, and AIG teachers on appropriate curriculum, instruction and differentiation to meet language and academic needs of all EL students. A copy of the students' EL plan will be provided to all teachers at the beginning of the school year to provide academic information and establish communication. This remote plan will be a continuation of the plan we have been using during the school closure period. Annual test scores, placement, EL plans, etc. are sent home in English and the native language using Ellevations. Daily needed translations will be provided using the district and school staff members. Additionally, each chromebook device is equipped with the google translate up to facilitate translations during sessions.

AIG

AIG identification practices during remote learning will align with the district's AIG plan. Students can be recommended for identification by teachers, guardians, administrators, and/or the students themselves. Students who are in need of CoGAT or ITBS testing for placement purposes will be tested, so long as state guidelines allow for face to face meeting. Social distancing and CDC guidelines will be followed during testing sessions.

AIG services during remote learning will be aligned to Scotland County's AIG Plan. AIG staff were part of school based teams that contributed to the Remote Learning Plan. AIG students are clustered in Math and/or Reading based on their gifted identification with an AIG certified teacher. This teacher will provide remote instruction through Scotland County's Remote Learning guidelines that are differentiated to meet the needs of gifted and advanced learners. Differentiation lessons may be delivered as, but are not limited to, choice boards, tiered assignments, problem based learning units, advanced learning labs, and/or project based learning. Instruction will be conducted both synchronously and/or asynchronously through video conferencing and the district's LMS. In classes where the teacher may not be AIG certified, the lead AIG facilitator for the school will co-teach with the teacher through co-designed lessons and co-teaching opportunities that may be synchronous and asynchronous. Passion projects are a component of the district's AIG plan and students will continue to work on these while in remote learning under the direct guidance of the AIG facilitators. DEPs are shared as "at a glance" documents for all AIG identified students with their non-AIG certified teachers. These "at a glance" documents share the strengths and needs of AIG identified students to better help their non-AIG certified teachers better differentiate for their needs. An AIG remote learning FAQ will be shared with district stakeholders to explain and describe expectations for the program during remote learning. In addition, lead AIG Facilitators will be expected to check in weekly with students and guardians via phone calls, google meets, LMS classroom pages, and/or class websites.

McKinney-Vento

Students who are identified as homeless under the McKinney Vento Act of 1987 are especially at-risk during school closures. As part of the SCS remote learning plan, any student who is identified as "homeless youth" or are at risk of becoming homeless will receive additional services and resources to supplement their education. Chromebooks, hot spots and other needed school supplies are provided and charges for these items are waived. In addition, school supplies are provided to students to keep where they are residing. School social workers maintain consistent contact with homeless youth and their families to work with them to identify resources within the community. During remote learning, school social workers contact homeless youth to ensure they are able to access the information needed to stay up to date and on track with their academics.

Parental Support

Parental support is paramount to success in remote learning. To ensure student success, guardians should:

- Ensure their student attends scheduled virtual sessions
- Ensure their student has materials organized
- Ensure their student has a quiet place to complete his/her work with minimal distractions
- Communicates regularly with teachers, administrators, and counselors and notifies them of any problems with classes, technical difficulties or computer access
- Check PowerSchool weekly
- Review progress reports and communicate with teachers regarding their child's progress

Instructional Day

All remote learning should be based on learning targets and follow the guidelines listed for digital lessons to ensure mastery of the standard course of study. These learning targets should be based on the standard course of study and differentiated based on student mastery. It is important when teachers create a required task/assignment that they give students a timeframe of when it will be due. Maximizing engagement is key, so providing clear and consistent guidelines for guardians and students should be the goal. All remote instructional classwork should be completed during the day's allotted direct remote instruction class time. Any homework assigned should be completed before the next remote instructional session.

Remote Learning Face to Face Time Chart

Grade Level	Maximum Amount of Face to Face Instructional Time Per Day	Sustained Attention Span to inform chunking of direct instruction
6-8	120 min/day	20-30

During remote learning, all middle schools will follow the schedule below. Individual schools will share specific daily schedules within these parameters with guardians and students.

Middle School Remote Schedule

All students will follow their regular schedule.

Grading and Feedback

A variety of engaging activities will be assigned to maintain student enthusiasm and motivation to learn. Assignments will be graded in accordance with Scotland County Schools' grading policy, the same that is used during at-school learning days. Feedback concerning assignments will be given through the grading of the assignment, communication through email, LMS correspondence and phone calls. During remote learning, guardians can expect communication at least once a week (phone, email, Class Dojo, etc.) to receive feedback on their child's progress.

When grading and assessing students, we will abide by the [grading policy code 3400](#) adopted by the Scotland County School Board. For grades 6-8, it is a Scotland County Schools expectation that grades are updated weekly in PowerTeacher Pro. This is critically important when operating in a remote learning environment. Board policy 3400 will be followed while in remote learning with particular emphasis on the three highlighted portions below.

For grades 6-8, the academic grading scale will be:

A = 90-100	Superior Mastery
B = 89-80	Mastery
C = 79-70	Progress Toward Mastery
D= 69-60	Partial Mastery
F= Below 60	

Per Board Policy 3400, Grading Criteria

- o 10% Homework
- o 40% Class work (includes class work, quizzes, etc.)
- o 50% Tests (includes unit tests, projects, common assessments, essays, etc.)

Teachers shall not assign group grades. Teachers shall assess the work and contributions of each individual student when grading collaborative assignments.

Attendance, effort, volunteering in class, lateness to class and other student compliance behaviors or disciplinary actions shall not be considered when calculating student grades unless the behaviors are specifically outlined in the student's IEP. Student behaviors shall only be reflected in the comments that teachers make on the progress reports, report cards, communicated to guardians via phone calls, conferences or written communication, or handled through the school's disciplinary policies and procedures.

Per Board Policy 3400, No Zero Policy

- For clarification purposes the following grading will be required:

- The grade that the student receives should be entered initially; thus, entering a grade of a 50 at the end of the nine weeks as the report card grade. Progress reports should reflect the actual average at that point in the quarter.
- If a student still has an opportunity to submit make-up work, missing assignments should be left as blanks, as opposed to 0s.
 - o If the student is not required to complete the assignment, click "Exempt" on the "Enter Marks/Comments" page.
 - o Teachers are required to utilize the automated comments in PowerSchool to indicate whether an assignment was "not submitted," "not yet mastered," etc.

Progress Reports and Report Cards

Regular communication with guardians/guardians by means other than formal report cards is encouraged. Within a remote setting, communication may include the following: scheduled parent/teacher virtual conferences, emails, telephone calls, proficiency/deficiency reports, and samples of students' work. Particular emphasis should be placed on contact with guardians/guardians of students who are experiencing difficulty in the school environment and/or who are at risk of failing a course or grade.

Interim reports to guardians shall be made at least once during each report card period.

To ensure that guardians are properly informed, teachers will maintain a record of all significant communications.

Progress reports and report cards will follow the SCS school calendar dates.

Test Retakes

Per board policy 3400, test retakes will still be allowed and provided in a remote learning environment.

In re-taking tests, there is a great opportunity for both teachers and students. Teachers have the opportunity to explore more creative ways to teach content and to address misunderstandings. Students have the opportunity to take ownership for their learning to fill a gap in understanding. Students will be able to re-take a test only once.

- Guidelines

o Evidence of Intervention

- This process should be led by the teacher, but owned by the student. Intervention can take many different forms depending on the circumstances. The following interventions include, but are not limited to:
 - If less than 80% of a class has "not yet mastered" an objective, **TIER I interventions should be documented**

o Logistics

- Re-takes should be administered within approximately 10 days of the original test and after the RTI process has occurred. Barriers that exist to a student being able to re-take a test should be removed. Thus, if a student is unable to stay after-school to re-take a test, teachers should make arrangements to allow the student to re-take the test before school, during class time, or during

lunch. When applicable, re-takes should be provided to the majority of the class if the majority of the class has not reached "mastery".

o Grading

- For any re-take, a student will receive the grade of their **greatest** mastery (think SAT, EOC, EOG scoring). In other words, if they initially received a "54" and then scored a "75" on the re-take, the highest grade will be entered into PowerSchool, not the average. (***Highest grade received on a test retake of 80***)

Homework

Homework expectations in a remote learning environment must adhere to board policy 3400. The amount of homework should be appropriate to the students' needs and abilities; moreover, the total amount of homework from all the students' classes should be reasonable. In calculating a reasonable amount of homework, use the Ten-Minute Rule (Cooper, 2006). This rule states that a student should have approximately 10 minutes of homework per grade level. For example, a first grader should have no more than 10 minutes worth of homework; a sixth grader should have no more than 60 minutes, etc. This rule should be used as a guideline and not interpreted as policy.

Professional Development

Teachers have the opportunity to choose instructional technology sessions geared toward implementing remote learning activities and strategies within their classrooms. We will also offer specific sessions that all teachers are required to take based on the LMS used within their grade span, 6-12 CANVAS. In addition to school year PD, online modules will be provided to teachers throughout the school year. Teachers will be made aware of these opportunities through our district's weekly cabinet notes, the curriculum and instruction website, emails, Scotland County's virtual catalog of offerings and through information shared directly with principals and digital instructional facilitators.

Remote Learning Professional Development Offerings

LMS Training

The district has adopted the following LMS platforms to ensure consistency across the district by grade span.

- CANVAS
 - o 6-12

Support for Professional Development:

Teachers and administrators have access to support through our Instructional Technology department to ensure successful application of the strategies taught in district remote learning professional development.

This support includes, providing school based/small group professional development during PLCs and staff meetings, informal walk throughs, classroom visits, demonstration lessons, virtual meetings, emails and phone calls. Digital Instructional Facilitators are based at each school site to provide on demand coaching and assistance with regards to remote instruction and learning.

Professional Development Offerings

Remote Learning Lesson Planning:

- Incorporation of 10 non-negotiables (All Teachers)

Online Instructional Resources: These instructional resources are approved and supported by the district for use in remote learning to ensure that the number of technology tools used by teachers, students, and families are simplified.

- Screencastify (All Teachers)
- Google Meet and Zoom (All Teachers)
- FlipGrid (All Teachers)
- Google Suites (Google Forms, Google Sites, Google Sheets, Google Docs, Google Slides) (All Teachers)
- Class Dojo (All Teachers)
- Jamboard (All Teachers)
- Canvas (6-12 Teachers)
- Kami (All Teachers)

Instructional Strategies Professional Development in Remote Learning

- Meeting the Social Emotional Needs in Remote Learning (All Teachers and Administrators)
- Differentiation in Remote Learning (All Teachers and Administrators)
- Universal Design Principles for Remote Learning (All Teachers and Administrators)
- Addressing EC and Learning Differences in Remote Learning (All Teachers and Administrators)
- Increasing student engagement in Remote Learning (All Teachers and Administrators)
- Data Driven Remote Learning Instruction (All Teachers and Administrators)
- Using I-Station Remotely (K-4 Teachers)
- COVID-19 Safety Protocols Professional Development for (all SCS staff) (Cafeteria, Bus Drivers, Teachers, TAs, PCAs, Substitutes, Non-certified staff (office, powerschool, bookkeepers), CO Staff, Admin, Custodians, guardians, Maintenance Staff, Board Members, SROs, EC Staff, Tutors)

LMS Student and Teacher Training Opportunities

Since Scotland County Schools is a 1:World district, students are provided training on the district's LMS, CANVAS, as part of their class lessons at the beginning of the 2020-2021 school year. The district will provide teachers with lessons/modules that address the use of the CANVAS from a student perspective to include:

- how to use CANVAS for remote learning,
- how to locate, complete, and submit assignments,
- how to communicate with the instructor and their peers,
- how to utilize the tools built into the CANVAS.

In addition, students will be provided with quick reference guides to the most common features of the CANVAS.

Parent Resources for Remote Learning:

Guidelines and resources for remote teaching and learning will be made available to guardians through the district website Remote Learning Page. These guidelines and resources address best practices from both an instructional perspective as well as a familial support viewpoint. School based digital instructional facilitators will be provided short overview LMS training for guardians. This training will help guardians better understand their child's LMS. This training can be provided virtually or face to face (following CDC social distancing guidelines).

Teacher Resources for Remote Learning:

Guidelines and resources for remote teaching and learning will be made available to teachers through the district website Remote Learning Page. These guidelines and resources address best practices from both an instructional perspective as well as a familial support viewpoint.

Professional Learning Communities

Professional Learning Communities (PLCs) will be held weekly at all school sites through the use of Google Meet or Zoom. These PLCs will be held through video conferencing and/or face to face. It is the expectation of the district that PLC participation and attendance is monitored by the school administrator as the instructional leader of the PLC. These PLCs will allow teachers the opportunity to continue to collaborate across their content areas while ensuring that differentiated instruction is based on student data. PLCs should include the following teachers and staff to accommodate the needs of the whole child:

- grade level teachers,
- exceptional children teachers,
- digital instructional facilitators,
- administration, social workers,
- school counselors, teacher assistants (as needed)
- school nurses (as needed)

A PLC agenda should include, but not be limited to:

- self-care and/or team building for teachers,
- administrative share outs and communication,
- data informed instructional questions
 - (What does your most recent student assessment data tell you?
 - What did you expect students to learn?
 - How do you know if each student has learned it?
 - How has the rigor increased from the last assessment?
 - What interventions are being put in place for those that have not learned the material?
 - What extensions are being provided for students that have learned the material?) to guide remote lesson planning, lesson planning, social-emotional student concerns, and a teacher PLC attendance sheet

PLC teams should use assessment data (exit tickets, Google form data, Flipgrids, etc), attendance data, student participation data, and student work completion data to inform their future remote planning and next steps with regards to student instruction and socio-emotional supports. When planning remote learning,

PLC teams will review pacing guides and student data to determine upcoming lessons and inform instruction and interventions, both academic, socio-emotional, and coordinate student workload expectations for the week, across content areas. Remote learning lessons are based on The Structure of a Digital Minilesson (Ziemke & Muhtar, 2020) and Universal Design Principles for Learning guidelines. Remote learning lesson plans that are designed in PLCs must adhere to the following principles related to our district's best instructional practices as well as research-based best practices in remote teaching and learning:

- equity,
- choice,
- flexibility,
- collaboration among students,
- feedback on student work

Communication

On-line Communication Options

Students will have access virtually to their teacher during the hours they will be receiving remote instruction. Furthermore, students will also have the ability to contact their teacher(s) by means of email and chat features available in our LMS. Teachers will also provide office hours each day, outside of the scheduled class time, that will allow students, as well as guardians, to ask questions and/or receive clarification. A schedule will be provided by each school to give students and guardians an overall layout of the remote learning day which will include core classes, elective classes, teacher office hours, breaks and lunch. In addition to video conferencing, email, and chat, students can also reach teachers through various communication apps to include but not limited to: Class Dojo, SeeSaw, RemindApp, etc

Off-line Communication Options

With regards to offline contact options, students can call their teachers at their schools. If teachers are not available, students can leave a voicemail message for the teacher in the school's main voicemail box. School receptionists are expected to check the school's voicemail frequently throughout the day and share messages with teachers. Teachers are expected to return all calls within 24 hours.

Tech Support

Scotland County Schools have a Tech Help Desk available for our guardians, teachers, and students to utilize in case they are having software or hardware issues with their school-owned Chromebook or Wi-Fi hot spot during at-home remote learning instruction. If students are experiencing difficulty with their school-issued Chromebook or school-issued mobile hotspot, they may email helpdesk@scsnc.org or they can call:

Helpdesk Hotline - 910-610-5481 - Open 8:00 am - 8:00 pm, Mondays - Fridays while in remote learning.

For students and staff at:

Scotland High - Call the Hotline or Jordan Goldson @ 910-852-0608

Spring Hill Middle - Call the Hotline or Ronald Dukes @ 910-318-2013

Carver Middle - Call the Hotline or Sekoya Anderson @ 910-544-6354

South Johnson Elementary - Call the Hotline or Tracy McGill @ 910-852-0608

Laurel Hill Elementary - Call the Hotline or Sekoya Anderson @ 910-544-6354

Sycamore Lane Primary/Elementary - Call the Hotline or Tracy McGill @ 910-852-0608

Wagram Elementary - Call the Hotline or Ronald Dukes @ 910-318-2013

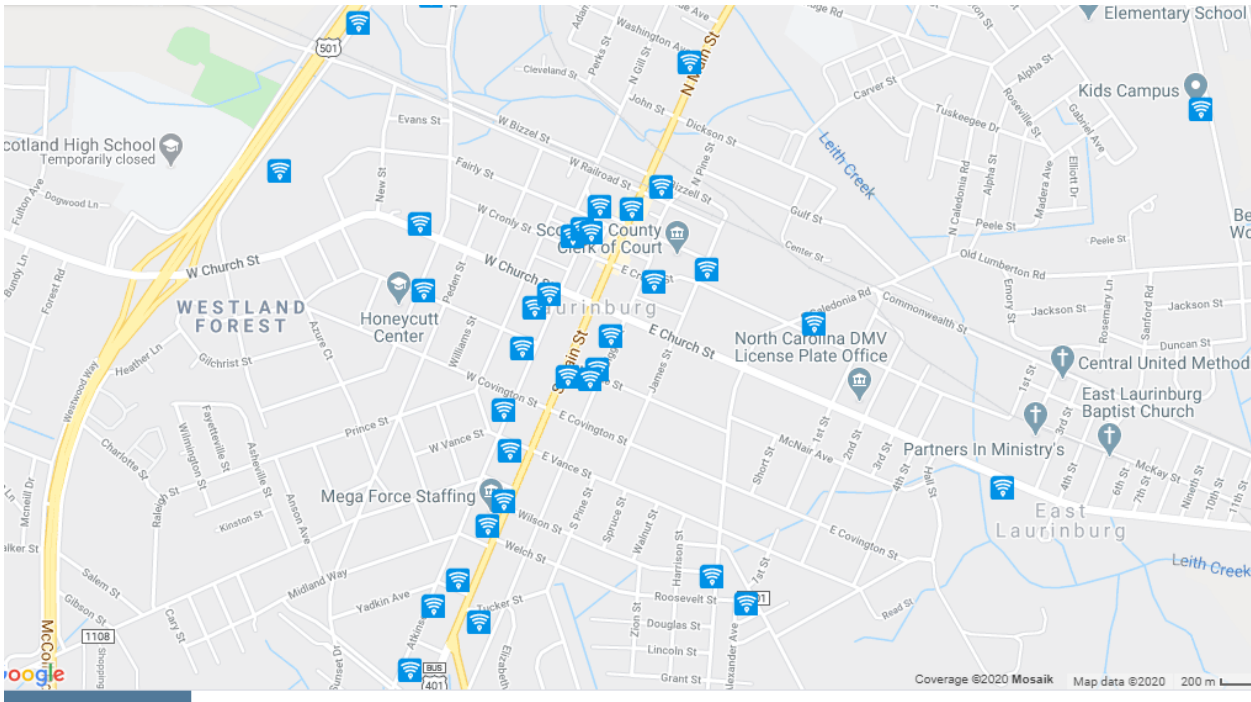
Shaw Academy - Call the Hotline or LeJuan Oxendine @ 910-852-1508

SEarCH - Call the Hotline or LeJuan Oxendine @ 910-852-1508

The information above is shared on the district's website, social media page, and on flyers posted at the front of school buildings.. All Scotland County staff are required to undergo customer service training with the district's Public Information Officer. This training will ensure that technology staff are courteous and effective in their communication with stakeholders. Technology staff will participate in ongoing professional development as deemed necessary by the Chief Technology Officer to guarantee that members of the technology department are up to date on all aspects of hardware and software products.

WIFI Access

Our district currently has all school buses equipped with wifi as well as adding long range extenders to each of our buildings to allow for additional connectectivity for any person on school grounds including the parking lot. Spectrum has also released free hotspot connectivity by sharing community internet services with students. A map detailing the places in which a student can access high speed internet throughout the Laurinburg area can be seen here:



This map with address locations will be shared with guardians and students on the district’s web page under the remote learning tab as well as through correspondence sent home to guardians.

School Based Community Partnerships

Scotland County also has strong relationships with our local faith-based institutions as well as the local businesses that will allow any student with an ID the ability to access their high speed network.

If a need arises for child care, clothing, food, medical services, and/or mental health services, school social workers will be the primary contact in each building. Social Workers will help families access these services.

Safety Expectations During Remote Learning

Expectations for Students

- All students are required to wear a face covering on campus unless they have an exception, are eating or engaged in a strenuous activity even when they are 6 ft. apart
- All students are required to wear face coverings on buses unless they have an exception even when they are 6 ft apart
- All students are required to follow social distancing of remaining 6 ft apart
- All students are required to follow signs and directions posted in and around the building
- All students are required to wash hands and use hand sanitizer throughout the day including before and after eating, after using the restroom, when boarding the school bus, after playground use and after sneezing, coughing or blowing nose

Expectations for Parents

- All parents/guardians are to wear a face covering when entering a building and participate in the symptom screening including temperature checks
- All parents/guardians are required to keep school administration updated on demographic information including addresses, phone numbers and additional contacts
- All parents/guardians are expected to pick their child up from school if they are sick and keep their child home if they are sick
- All parents/guardians are expected to follow social distancing guidelines of remaining 6 ft apart in and around buildings
- All parents/guardians are required to notify the school nurse if their child(ren) are experiencing any COVID-19 symptoms and follow DHHS and CDC guidelines(shared by the school nurse) for student return

Expectations for Teachers/Staff

- All staff are required to complete the symptom screening questionnaire and have their temperature taken when entering the school building
- All staff are required to contact their immediate supervisor if they are experiencing any COVID-19 related symptoms
- All staff are required to stay home and contact their immediate supervisor if they are sick
- All staff are required to follow social distancing guidelines of 6 ft apart in and around buildings

- All staff are required to wear a face covering in school buildings even when practicing social distancing
- All staff are required to wash hands and use hand sanitizer frequently
- All staff should follow maximum occupancy guidelines and other signage throughout the school building

FAQs

What happens if my child needs assistance?

The expectation is that your child will have access virtually to their teacher during the hours they would be receiving direct instruction on a normal day. Students will also have the ability to contact their instructor(s) by means of email and chat features available in our LMS.

When will Remote Learning day assignments get posted?

Work for students will be posted by their teacher(s) by the start of the regularly scheduled school day in the teacher's LMS course.

What do I do if I don't have internet access at home?

Connectivity is required to operate an e-Learning day. If you do not have internet access at your home, and you did not receive a hotspot with your student's Chromebook at the beginning of the year, our Technology department has limited numbers of hotspots that can be married to your child's Chromebook. You may also use a community hotspot (local businesses) that have public wi-fi. A detailed map is included in our SCS Remote Learning plan where free access is provided. Additionally, the wifi extends beyond our buildings and can be accessed if you are in a close enough proximity to our school buildings.

What do I do if I have technology related questions during an eLearning day?

If you are having technology related issues, please feel free to contact the technology representative assigned to your school. This plan includes contact information for each school and it will be posted on the school's website.

How much school work will students be required to accomplish?

We will not overload our students with busy work but will provide meaningful learning activities related to their current unit of study. Assignments should take a reasonable amount of time to complete when on task.

When will assignments be due?

As students complete their work, they should upload their assignments. If an Internet connection is not available, they will have up to two school days after the last school cancellation to turn in assigned work.

Do students with identified special learning needs have an alternative means to access their education on eLearning days?

Yes, individual support, services and accommodations for students with an Individual Education Program (IEP), English Learners or a Section 504 Plan will be followed as a part of Remote Learning.

What is a hotspot?

If your area does not provide router-based or DSL Internet service, a hotspot is an alternative that allows you to connect to the Internet with your mobile phone using wireless cellular data. Whenever you create a hotspot, make sure to monitor your data usage. Unless you are on an unlimited data plan, avoid streaming videos or downloading large files.

High School Handbook

High School Handbook

Introduction and Purpose

In order to ensure that the students and staff in Scotland County have a successful remote teaching and learning experience, we have created this Scotland County Remote Learning Handbook. This important information is provided to ensure that all stakeholders (teachers, administrators, instructional support, guardians, and students) have a clear understanding of specific policies, procedures and expectations as related to remote teaching and learning within Scotland County Schools. During this time of remote teaching and learning, all Scotland County stakeholders must be familiar with and abide by the policies, procedures and expectations outlined in this handbook.

Due to the continuously changing nature of information received regarding remote learning, there may be a need to update the content in this handbook throughout the school year. Scotland County Schools will provide notice of changes via our district and school's website, Connect 5 messages and communications from individual schools. It is the responsibility of all stakeholders to review such changes and to remain apprised of the current version of the handbook.

EXPECTATIONS

Our goal in SCS is to provide uninterrupted instruction to our students when our traditional schedule is disrupted by events out of our control. To allow this, we will utilize best practices from remote learning instruction and blend them with resources and content specific to our students. **A remote learning day is not a day off from school. It is, instead, a change of the modality of instruction.** PLCs, data meetings, and professional development will be attended virtually on these days through video conferencing, following the schedule as set by each school. In coordination with their principal, during remote learning, all Scotland County Schools certified and non-certified staff have the flexibility to work in their buildings or remotely from home. If the option to work from home is chosen and approved by administration, certified and non-certified staff will be held accountable to a remote learning working agreement.

Staff (Certified and Non-Certified) Expectations

- **Certified Staff** - Schools will provide daily work schedules for certified staff that include: one on one, small group and whole group instruction times with students, PLC meeting times, professional development module expectations, student and parent contact expectations, and teacher office hours. **The daily work schedules for certified staff, regardless of grade level or content area, will be from 8:00am-3:00pm district-wide.** It should be noted that on special occasions, certified staff may have to adjust their hours and work outside of the set district-wide hours, working later into the afternoon/evening in order to reach/contact guardians or students after they get home from work. If an adjustment in work hours is required, this should be approved by the school based administrator in advance. Administrators should allow flexibility with staff who may have to schedule evening video conferencing sessions and/or phone calls with students and guardians.

During remote learning, certified staff will maintain a district adopted, daily log. This daily log will be a Google form used to log all daily activities. School based administrators will monitor logs and provide feedback when necessary, to all certified staff members.

- **Non Certified Staff** - Schools will provide daily work schedules for non-certified staff that include one on one and small group instruction times with students, PLC meeting times, professional development module expectations, student and parent contact expectations, and any other duties assigned by the school based administrators such as assisting with meal preparation, delivery and assembly of student work etc... **The daily work schedules for non certified staff, regardless of grade level or content area will be from 8:00am-3:00pm district-wide.** It should be noted that on special occasions, non certified staff may have to adjust their hours and work outside of the set district-wide hours, working later into the afternoon/evening in order to reach/contact guardians or students after they get home from work. If an adjustment in work hours is required, this should be approved by the school based administrator in advance. Administrators should allow flexibility with non certified staff who may have to schedule evening video conferencing sessions and/or phone calls with students and guardians. During remote learning, non certified staff will maintain a district adopted daily log. This daily log will be a google form used to log all daily activities. School based administrators will monitor logs and provide feedback, when necessary.

General Education and Exceptional Children's Staff

- Schedule of face to face virtual conferences utilizing Google Meet with a maximum of 20 minutes direct instruction daily, per class. General education teachers will maintain connection during Guided/Independent Instruction for questions and individualized instruction. This connection should remain active during the times teachers would regularly have students in their care/supervision which would require teachers to remain active/on-line during all remote learning sessions. Teachers are expected to provide breaks throughout the lesson in order to allow for students' processing of information that is presented. Frequent distributed summarizing is also an expectation. Daily instruction should follow the student's face to face schedule for classes to ensure that teachers do not overlap instructional video conferencing times.
- Teachers should call students and/or guardians to provide positive reports, follow up with or address any concerns immediately as they arise. Please ensure that you update your contact information for your students and guardians to include working phone numbers and email addresses for parents and guardians monthly.
- PLCs should involve collaboration between subject teams and with other support personnel such as EC and Student Services. PLCs are to be held virtually on scheduled days. PLC schedules will be established by school based administration.
- Principals, APs, and digital facilitators will have access to teachers' courses and will be expected to engage in virtual walkthroughs of the instruction. Teachers will be expected to invite administration and digital instructional facilitators to video conferencing sessions with students to provide opportunities for feedback and coaching on the remote instruction provided.
- Instructional focus should be based on data and standards alignment. Remote learning should **'NOT'** be busy work/remediation for students. With our 1:World plan, we have been preparing for digital teaching and learning. The only interruption to instruction should be proximity, not content.
- EC teachers should work hand and hand with the regular education teacher so that students are receiving adequate support. If the teachers work in a co-teaching environment they should be listed in the regular education teacher's virtual platform as a teacher. Any pullout services like SPIRE should be completed by the EC teacher based on the needs of the student including virtual platforms and phone calls.

- Regular education and exceptional children’s teachers will keep documentation of unsuccessful attempts to provide services, how the attempts were made (i.e. phone calls, online platforms, etc.), requested and held conferences with guardians and how students will make-up work.

Paraprofessionals

- Participate using the video platform used by the teacher.
- Complete all special duties as assigned by the school based administrator.

Elective Teachers

- Schedule of face to face virtual conferences utilizing Google Meet with a maximum of 20 minutes direct instruction daily, per class. Elective teachers will maintain connection during Guided/Independent Instruction for questions and individualized instruction. This connection should remain active during the times teachers would regularly have students in their care/supervision. Teachers are expected to provide breaks throughout the lesson in order to allow for students’ processing of information that is presented. Daily instruction should follow the student’s face to face schedule for classes to ensure that teachers do not overlap instructional video conferencing times.
- Elective teachers should call students and/or guardians to follow up with and address any concerns at a minimum of one time per week. Please ensure that you update your contact information for your students and guardians to include working phone numbers and email addresses for guardians monthly.
- PLCs are to be held virtually on scheduled days. PLC schedules will be established by school based administration.
- Principals, APs, and digital facilitators will have access to teachers’ courses and will be expected to engage in virtual walkthroughs of the instruction. Teachers will be expected to invite administration and digital integration facilitators to video conferencing sessions with students to provide opportunities for feedback and coaching on the remote instruction provided.
- Instructional focus should be based on data and standards alignment. Remote learning should NOT be busy work/remediation for students. With our 1:World plan, we have been preparing for digital teaching and learning. The only interruption to instruction should be proximity, not content.

Teacher Assistants

Teacher assistants serve a vital role in the classroom and school. During remote learning days, TAs may be assigned the following duties, but not limited to:

- Meeting with students one on one or in small groups through video conferencing
- Riding school buses to deliver meals and instructional materials
- Contacting guardians and/or students
- Preparing remote learning offline resources, etc.

Student Services

Social Worker

- Contact every student and family to identify needs
- McKinney Vento families contact to locate and assist with needed resources
- Case Management
- Virtual CFST Meetings
- Maintain virtual office hours as prescribed by school based administrator
- Any other duty as assigned by the school based administrator

Nurse

- Contact students/families with chronic conditions
- Case management
- Classes for students on sleep, nutrition, health and wellness, exercise, hand washing, etc. modules in collaboration with Health/PE teachers
- Monitor acute illnesses (flu, coronavirus, strep, lice, etc.)
- Collaboration and communication with the local health department regarding updates and communication with school system administration
- Virtual CFST Meetings
- Maintain virtual office hours as prescribed by school based administrator
- Any other duty as assigned by the school based administrator

School Counselor

- Contact students in sessions to continue individual and small group sessions.
- Classroom lessons uploaded
- Teacher contacts
- Case Management
- Maintain virtual office hours as prescribed by school based administrator
- Any other duty as assigned by the school based administrator

School Based Mental Health

- Counseling sessions (individual and small group)
- Making contact with all students on caseloads for check ins
- Case Management
- Maintain virtual office hours as prescribed by school based administrator
- Any other duty as assigned by the school based administrator

504 Case Managers

- Virtual review/re-evaluation meetings
- Ensure accommodations are being met
- Monitor plans
- Maintain virtual office hours as prescribed by school based administrator
- Any other duty as assigned by the school based administrator

Administrators

During remote learning, building administrators are expected to be in their buildings, unless directed by the Superintendent. Daily expectations for administrators may include the following but are not limited to:

- Lead Virtual PLCs
- Conduct virtual walkthroughs and provide feedback
- Observe video conferencing sessions for synchronous instruction and provide coaching
- Provide instructional support
- Hold virtual staff meetings
- Monitor logistics of remote learning day (daily work logs, teacher schedules, hardware/software issues, etc) and provide feedback
- Conduct professional development
- Manage the day to day operation of the building
- Check student work packets that are being distributed to students
- Ensure that teachers are maintaining constant and consistent communication with students

Digital Instructional Facilitators

During remote learning, digital instructional facilitators are expected to be in their buildings, unless directed by their principal. Daily expectations for DIFs may include the following but are not limited to:

- Lead/Attend Virtual PLCs
- Conduct virtual walkthroughs and provide coaching
- Observe video conferencing sessions for synchronous instruction and provide coaching
- Provide instructional support
- Develop and design instructional materials to support remote learning
- Research and find remote learning resources for teachers
- Conduct professional development
- Provide on-demand instructional tech support to faculty
- Any other duty as assigned by the school based administrator

EC Inclusion Teachers

- Collaborate with the general education teacher in order to provide inclusion services
- Be available when their general education is conducting the lessons online in order to provide support
- Contact students and conduct small group session during this time when needed
- Maintain documentation of all modifications and accommodations that students are receiving during online classroom instruction
- Follow-up with students when assignments are missing to ensure they do not need additional support

EC Separate Setting Teachers

- Develop an individualized student schedule of when/how direct instruction will be provided for each subject area. This will be individualized per student.
- The plan for providing services is kept in the EC folder and the parent receives a copy.
- The remote learning platforms will need to be individualized based on student abilities and needs. Teachers will use all available student data to determine the appropriate remote learning platform for a student to ensure accessibility
- Collaborate with classified staff members that support your classroom/students to ensure they remain actively engaged in the remote learning of students and understand expectations of support that they will need to provide
- Collaborate with any related service provider (speech, occupational therapy, and physical therapy) to ensure that all services can be coordinated

Related Services

- Develop a schedule, taking into account that students may have multiple teachers/service providers attempting to engage the student and/or families
- Collaborate with other service providers who serve the same students in order to allow the student to log in once (therapist serves the student separately during login)
- Utilize the FERPA/HIPAA compliant digital platform provided by the district to engage students in online services
- If the use of digital platforms is not developmentally appropriate for the student to access services, the related services provider will collaborate with parents/guardians through the use of packet materials and/or phone consultation to guide parents/guardians in practice activities that can be completed at home without a digital delivery platform. In this case, the provider must schedule a time to work with the student/parent in another method which could include phone calls.
- Related service providers will document all attempts of contact and services provided

Classified Personnel (PCA's, Teacher assistants, and CNA's)

Classified staff members are expected to participate in the remote learning instruction that is being provided by the classroom teacher. This may include:

- Being present in remote learning platforms with the teacher to observe student performance and collect data toward IEP goals
- Working with students one-on-one or small groups using the remote learning platform after the teacher has provided direct instruction
- Planning with teachers regularly before remote services are implemented in order to ensure their role
- Providing assistance to related services personnel when needed

Behavior Support Assistants

- Collaborate with teachers to provide social skills on their caseload remotely
- Communicate with teachers and parents/guardians about any social-emotional needs students may need assistance with due to remote-learning
- Log in to google classroom in order to collect data on students on their caseload that may have behavioral needs

Program Specialists

Program specialists will work to support the remote learning provided by EC teachers and will keep documentation of the support/contact they have with teachers and other staff members. This may include:

- Providing guidance on the use of specific instructional practices during remote learning
- Providing feedback to teachers regarding instructional practices
- Attending EC PLC meetings in order to assist teachers with problem-solving student engagement or other issues that may arise during remote learning
- Providing support in the use of various remote learning platforms and online learning activities
- Share digital resources to support teachers and students in remote learning

EC Facilitators

- Schedule and facilitate IEP meetings and make sure that appropriate personnel are notified in order to take this requirement off the plates of administrators
- Host EC PLC meetings in order to provide training and updates to teachers
- Assist teachers with scheduling with general education teachers and assist with scheduling related service personnel
- Preview and review EC paperwork to ensure compliance of IEPs
- Provide teachers with strategies for remote learning
- Assist teachers with contacting guardians and students who are not attending the remote learning sessions
- Monitor teacher service logs in order to make sure all services are being documented

Lesson Planning and Monitoring Expectations

Learning targets will be communicated to students during remote learning through the following guide on digital lessons. As a district, we will continue to follow the Learning Focused Lesson Design as adopted. A remote learning lesson plan must adhere to the following principles related to Learning Focused/10 Non-Negotiables best practices in remote teaching and learning: equity, choice, flexibility, collaboration among students, and feedback on student work.

Structure	Purpose	Ideas for Implementation
ESSENTIAL QUESTION	To provide the student with the objective for the day's lesson	<ul style="list-style-type: none">● Post-it● Think/Pair/Share● Jamboard response box
ACTIVATOR	Links the student's prior knowledge in order to make a connection to the new learning HOOK to motivate, the LINK to prior knowledge and the PREVIEW to key vocabulary	<ul style="list-style-type: none">● Scavenger hunt● Kahoot● Wordle● Videos● Google Meet discussions● Google Chats● Google Post-its● Google Form/survey (pre-assessment)● Virtual think/pair/share

TEACH	To provide the lesson focus through the essential question, clarify key vocabulary needed to access the learning, activate or supply background knowledge, preview graphic organizer and reach various learning styles	<ul style="list-style-type: none"> ● State the Essential Question for the lesson ● Review key vocabulary through engaging strategies ● Activate prior knowledge through but not limited to an activating strategy ● Have students create or introduce the graphic organizer ● Provide new instruction while being mindful of the student's grade level attention span ● Allow opportunities for collaboration between students / (virtual pair/share, discussion board, chat room, etc) ● Give students brain breaks
SUMMARIZING	To provide evidence of the student's learning by providing opportunities for the students to practice the skill or concept that was just taught and or independently apply their learning from the lesson	<ul style="list-style-type: none"> ● Kahoot ● Google Form, Quizzes ● Peardeck, Jamboard ● Poll everywhere ● Padlet ● Differentiated choice boards ● Tiered assignments ● Discussion boards ● PBLs ● Flipgrid ● Class Dojo posts

Monitoring of Remote Learning

The quality of remote instruction will be monitored through virtual walkthroughs that are achievable via administrator access to courses delivered through our LMS. Administrators and facilitators will have access to all teacher's remote learning schedules in order to attend virtual sessions. Administrators and facilitators will provide teachers with coaching and feedback geared towards making the remote learning experience more meaningful to the students.

Teaching of Learning Targets

All remote learning should be based on learning targets and follow the guidelines listed for digital lessons to ensure mastery of the standard course of study. These learning targets should be based on the standard course of study and differentiated based on student mastery. It is important when teachers create a required task/assignment that they give students a timeframe on when it will be due.

Time Limits for Virtual Instruction

Maximizing engagement is key, so providing clear and consistent guidelines for guardians and students should be the goal. All remote instructional classwork should be completed during the day's allotted direct remote instruction class time. Any homework assigned should be completed before the next remote instructional session. The recommendation for an "adequate" amount of instructional work for students within a remote setting is listed below. Teachers should use this guide when planning instruction and workload for students and administrators are expected to monitor the application of this guide. It is imperative that teachers have cross PLC conversations revolving around work loads for individual subject areas. This will ensure that students are not overburdened with workloads that collectively exceed a maximum number of minutes across multiple teachers and classes. This is primarily a concern for secondary students that may have 4-6 different teachers.

Student Expectations

To ensure success in a remote learning environment, students should meet the following expectations:

- Attend scheduled virtual sessions, be on time, be attentive, and be prepared for class
- Actively participate in virtual lessons and do not cause distractions
- Respect and cooperate with teachers and other students
- Dress and behave appropriately during remote learning sessions
- Complete assignments in CANVAS
 - All remote instructional classwork should be completed during the day's allotted direct remote instruction class time.
 - Any homework assigned should be completed before the next remote instructional session.

Remote Learning Face to Face Time Chart

Grade	Maximum Amount of Face to Face	Sustained Attention Span to
-------	--------------------------------	-----------------------------

Level	Instructional Time Per Day	inform chunking of direct instruction
9-12	120 min/day	20 min

***These 9-12 guidelines do not apply to AP, CCP or NCVPS courses.

Student Expectations - Attendance

According to the SCS Attendance Policy, it sets forth the standards for school attendance programs and establishes the policies for school attendance services, attendance reporting, and follow-up procedures. With the transition to remote learning, it is critical that we maintain regular contact with students and families and support students' general well-being.

Attendance Process:

- On remote learning days, it is the expectation that all students with access to the internet to attend all scheduled remote learning sessions with their teachers in order to be counted present for the day. If circumstances arise and it is not possible for the student to attend the remote learning session, ie. no wifi access or conflict in a parent/guardian's work schedule, it is the responsibility of the administrator, teacher, parent and student to develop an individualized attendance plan for those students. Daily attendance must be taken in the student information system, PowerSchool. Parents and/or students will need to notify the school within 5 days of attendance hardships. A student is considered present for daily attendance during a remote learning day according to the following guidelines:
 - Students without a plan developed with the parent for contact
 - If a student attends a remote learning session through video conferencing;
 - Students with an individualized attendance plan:
 - If a student completes their daily assignments, either online or offline; and
 - If a student has a daily check-in, a two-way communication, with the appropriate teacher(s):
 -

Exceptional Children's Department Expectations

EC teachers will be responsible for keeping documentation of direct services provided remotely and contact made with students. The documentation will include goals worked on and progress made towards current goals. Documentation will be collected on the form provided by the EC department. This documentation will be housed in a digital EC folder shared with the EC Executive Director, EC Coordinator, and EC Program Specialists. EC case managers will work with guardians (via phone, in person, and/or digital platforms) to complete a remote learning plan for students with disabilities that will be kept in the EC folder so that guardians will be informed of how EC services will be provided. The plan is based on the amount of time that all students are being served remotely. Teachers will keep documentation of unsuccessful attempts to provide services and how the attempts were made (i.e. phone calls, online platforms, etc.).

IEP Meetings

Alternate means of participation in IEP team meetings are allowable by the federal regulations and state policies. The use of virtual conferences can be used. If alternate means of participation are used, planning efforts should include providing advance copies of proposed documents that the IEP team will be reviewing so that participants are assured meaningful engagement in the meeting. The proposed watermark on the generated documents in ECATS provides this flexibility of sharing documents ahead of time while ensuring that the team members understand that the draft is a starting point for team discussions. Diligent attempts to engage the parent/families in the IEP meeting should be made. Involve student support service team members to assist with making contact with guardians.

- Attend meetings through an online platform or via phone
- Attend meetings held virtually unless they have given verbal or written consent for the IEP team to meet without them; if a parent does not attend, the IEP must be future dated in order for the parent to receive and review
- Prior written notice must provide detailed information on how team members attended the meeting
- There also needs to be information provided about what steps were taken to ensure parent participation
- Parent rights handbooks and the finalized documents should be provided to the parents/guardians within three school days of the meeting

Supports identified with Exceptional Needs or Circumstances

We will remain connected to our most vulnerable students as we transition to remote learning. Schools must ensure effective intervention strategies to improve student attendance and interaction. Schools should be able to identify the reason a student remains absent, identify and log appropriate follow-up action, and re-engage the student.

- School staff will monitor the daily attendance of students through their school guidance counselor and take appropriate action in response to any unexplained or inadequately explained absence (as measured by lack of interaction) of such students in a remote learning environment. Monitoring of students with child welfare involvement requires same-day outreach for each absence, and such outreach must be accomplished through personal phone calls. Schools must follow the district's attendance policy regarding 3, 6, and 10-day letters.

Special Populations Expectations

English Learners

English Learners services during remote learning will be aligned to the SCS Language Instruction Educational Program (LIEP) Services. EL students are grouped in 3 different categories based on their W-APT or ACCESS test scores, Level 1, Level 2, and Level 3. Each level will be provided with differentiated content-based EL classes taught by the EL teacher using google meets, calls (students without internet access). Hard copies of all materials will be provided ahead of time. There will be ongoing collaboration between EL, content, EC, and AIG teachers on appropriate curriculum, instruction and differentiation to meet language and academic needs of all EL students. A copy of the students' EL plan will be provided to all teachers at the beginning of the school year to provide academic information and establish communication. This remote plan will be a continuation of the plan we have been using during the school closure period. Annual test scores, placement, EL plans, etc. are sent home in English and the native language using Ellevations. Daily needed translations will be provided using the district and school

staff members. Additionally, each chromebook device is equipped with the google translate up to facilitate translations during sessions.

AIG

AIG identification practices during remote learning will align with the district's AIG plan. Students can be recommended for identification by teachers, guardians, administrators, and/or the students themselves. Students who are in need of CoGAT or ITBS testing for placement purposes will be tested, so long as state guidelines allow for face to face meeting. Social distancing and CDC guidelines will be followed during testing sessions.

AIG services during remote learning will be aligned to Scotland County's AIG Plan. AIG staff were part of school based teams that contributed to the Remote Learning Plan. AIG students are clustered in Math and/or Reading based on their gifted identification with an AIG certified teacher. This teacher will provide remote instruction through Scotland County's Remote Learning guidelines that are differentiated to meet the needs of gifted and advanced learners. Differentiation lessons may be delivered as, but are not limited to, choice boards, tiered assignments, problem based learning units, advanced learning labs, and/or project based learning. Instruction will be conducted both synchronously and/or asynchronously through video conferencing and the district's LMS. In classes where the teacher may not be AIG certified, the lead AIG facilitator for the school will co-teach with the teacher through co-designed lessons and co-teaching opportunities that may be synchronous and asynchronous. Passion projects are a component of the district's AIG plan and students will continue to work on these while in remote learning under the direct guidance of the AIG facilitators. DEPs are shared as "at a glance" documents for all AIG identified students with their non-AIG certified teachers. These "at a glance" documents share the strengths and needs of AIG identified students to better help their non-AIG certified teachers better differentiate for their needs. An AIG remote learning FAQ will be shared with district stakeholders to explain and describe expectations for the program during remote learning. In addition, lead AIG Facilitators will be expected to check in weekly with students and guardians via phone calls, google meets, LMS classroom pages, and/or class websites.

McKinney-Vento

Students who are identified as homeless under the McKinney Vento Act of 1987 are especially at-risk during school closures. As part of the SCS remote learning plan, any student who is identified as "homeless youth" or are at risk of becoming homeless will receive additional services and resources to supplement their education. Chromebooks, hot spots and other needed school supplies are provided and charges for these items are waived. In addition, school supplies are provided to students to keep where they are residing. School social workers maintain consistent contact with homeless youth and their families to work with them to identify resources within the community. During remote learning, school social workers contact homeless youth to ensure they are able to access the information needed to stay up to date and on track with their academics.

Parental Support

Parental support is paramount to success in remote learning. To ensure student success, guardians should:

- Ensure their student attends scheduled virtual sessions
- Ensure their student has materials organized
- Ensure their student has a quiet place to complete his/her work with minimal distractions
- Communicates regularly with teachers, administrators, and counselors and notifies them of any problems with classes, technical difficulties or computer access
- Check PowerSchool weekly
- Review progress reports and communicate with teachers regarding their child’s progress

Instructional Day

All remote learning should be based on learning targets and follow the guidelines listed for digital lessons to ensure mastery of the standard course of study. These learning targets should be based on the standard course of study and differentiated based on student mastery. It is important when teachers create a required task/assignment that they give students a timeframe of when it will be due. Maximum engagement is key, so providing clear and consistent guidelines for guardians and students should be the goal. All remote instructional classwork should be completed during the day’s allotted direct remote instruction class time. Any homework assigned should be completed before the next remote instructional session.

Remote Learning Face to Face Time Chart

Grade Level	Maximum Amount of Face to Face Instructional Time Per Day	Sustained Attention Span to inform chunking of direct instruction
9-12	120 min/day	20 min

***These 9-12 guidelines do not apply to AP, CCP or NCVPS courses.

During remote learning, all high schools will follow their normal daily schedule. This will ensure high school courses align with CCP classes offered through RCC.

High School Remote Schedule

- Students will follow their normal schedule.

Grading and Feedback

A variety of engaging activities will be assigned to maintain student enthusiasm and motivation to learn. Assignments will be graded in accordance with Scotland County Schools’ grading policy, the same that is used during at-school learning days. Feedback concerning assignments will be given through the grading of the assignment, communication through email, LMS correspondence and phone calls. During remote learning, guardians can expect communication at least once a week (phone, email, Class Dojo, etc.) to receive feedback on their child’s progress.

When grading and assessing students, we will abide by the [grading policy code 3400](#) adopted by the Scotland County School Board. For grades 9-12, it is a Scotland County Schools expectation that grades are updated weekly in PowerTeacher Pro. This is critically important when operating in a remote learning

environment. Board policy 3400 will be followed while in remote learning with particular emphasis on the three highlighted portions below.

For grades 9-12, the academic grading scale will be:

- A = 90-100 Superior Mastery
- B = 89-80 Mastery
- C = 79-70 Progress Toward Mastery
- D= 69-60 Partial Mastery
- F= Below 60

Per Board Policy 3400, Grading Criteria

- Standard Level Courses:
 - 10% Homework
 - 40% Class work (includes class work, quizzes, etc.)
 - 50% Tests (includes unit tests, projects, common assessments, essays, etc.)
- Advanced Placement & Honors Courses:
 - 10% Homework
 - 30% Class work (includes class work, quizzes, etc.)
 - 60% Tests (includes unit tests, projects, common assessments, essays, etc.)

Teachers shall not assign group grades. Teachers shall assess the work and contributions of each individual student when grading collaborative assignments.

Attendance, effort, volunteering in class, lateness to class and other student compliance behaviors or disciplinary actions shall not be considered when calculating student grades unless the behaviors are specifically outlined in the student's IEP. Student behaviors shall only be reflected in the comments that teachers make on the progress reports, report cards, communicated to guardians via phone calls, conferences or written communication, or handled through the school's disciplinary policies and procedures.

Per Board Policy 3400, No Zero Policy:

For clarification purposes the following grading will be required:

- The grade that the student receives should be entered initially; thus, entering a grade of a 50 at the end of the nine weeks as the report card grade. Progress reports should reflect the actual average at that point in the quarter.
- Students with make-up or missing assignments will be graded according to schools policy for late assignment submissions.
 - If the student is not required to complete the assignment, click "Exempt" on the "Enter Marks/Comments" page.

o Teachers are required to utilize the automated comments in PowerSchool to indicate whether an assignment was "not submitted," "not yet mastered," etc.

Assignment Due Dates-

As students complete their work, they should upload their assignments. If an Internet connection is not available, they will have up to two school days after the last school cancellation to turn in assigned work.

Progress Reports and Report Cards

Regular communication with parents/guardians by means other than formal report cards is encouraged. Within a remote setting, communication may include the following: scheduled parent/teacher virtual conferences, emails, telephone calls, proficiency/deficiency reports, and samples of students' work. Particular emphasis should be placed on contact with parents/guardians of students who are experiencing difficulty in the school environment and/or who are at risk of failing a course or grade.

Interim reports to parents/guardians shall be made at least once during each report card period.

To ensure that parents/guardians are properly informed, teachers will maintain a record of all significant communications.

Progress reports and report cards will follow the SCS school calendar dates.

Test Retakes

Per board policy 3400, test retakes will still be allowed and provided in a remote learning environment.

In re-taking tests, there is a great opportunity for both teachers and students. Teachers have the opportunity to explore more creative ways to teach content and to address misunderstandings. Students have the opportunity to take ownership for their learning to fill a gap in understanding. Students will be able to re-take a test only once.

- Guidelines

o Evidence of Intervention

- This process should be led by the teacher, but owned by the student. Intervention can take many different forms depending on the circumstances. The following interventions include, but are not limited to:
- If less than 80% of a class has "not yet mastered" an objective, **TIER I interventions should be documented**

o Logistics

- Re-takes should be administered within approximately 10 days of the original test and after the RTI process has occurred. Barriers that exist to a student being able to re-take a test should be removed. Teachers should make arrangements to allow the student to re-take tests. When

applicable, re-takes should be provided to the majority of the class if the majority of the class has not reached "mastery."

o Grading

- For any re-take, a student will receive the grade of their **greatest** mastery (think SAT, EOC, EOG scoring). In other words, if they initially received a "54" and then scored a "75" on the re-take, the highest grade will be entered into PowerSchool, not the average. (***Highest grade received on a test retake is 80***)

Homework

Homework expectations in a remote learning environment must adhere to board policy 3400. The amount of homework should be appropriate to the students' needs and abilities; moreover, the total amount of homework from all the students' classes should be reasonable. In calculating a reasonable amount of homework, use the Ten-Minute Rule (Cooper, 2006). This rule states that a student should have approximately 10 minutes of homework per grade level. For example, a first grader should have no more than 10 minutes worth of homework; a sixth grader should have no more than 60 minutes, etc. This rule should be used as a guideline and not interpreted as policy.

Professional Development

Teachers have the opportunity to choose instructional technology sessions geared toward implementing remote learning activities and strategies within their classrooms. We will also offer specific sessions that all teachers are required to take based on the LMS used within their grade span, 6-12 CANVAS. In addition to school year PD, online modules will be provided to teachers throughout the school year. Teachers will be made aware of these opportunities through our district's weekly cabinet notes, the curriculum and instruction website, emails, Scotland County's virtual catalog of offerings and through information shared directly with principals and digital instructional facilitators.

Remote Learning Professional Development Offerings

LMS Training: The district has adopted the following LMS platforms to ensure consistency across the district by grade span.

- CANVAS
 - o 6-12

Professional Development Supports

Teachers and administrators have access to support through our Instructional Technology department to ensure successful application of the strategies taught in district's remote learning professional development. This support includes, providing school based/small group professional development during PLCs and staff meetings, informal walk throughs, classroom visits, demonstration lessons, virtual meetings,

emails and phone calls. Digital Instructional Facilitators are also based at each school site to provide on demand coaching and assistance with regards to remote instruction and learning.

Professional Development Offerings

Remote Learning Lesson Planning:

Online Instructional Resources: These instructional resources are approved and supported by the district for use in remote learning to ensure that the number of technology tools used by teachers, students, and families are simplified.

- Screencastify (All Teachers)
- Google Meet and Zoom (All Teachers)
- FlipGrid (All Teachers)
- Google Suites (Google Forms, Google Sites, Google Sheets, Google Docs, Google Slides) (All Teachers)
- Class Dojo (All Teachers)
- Jamboard (All Teachers)
- Canvas (6-12 Teachers)
- Kami (All Teachers)

Instructional Strategies Professional Development in Remote Learning

- Meeting the Social Emotional Needs in Remote Learning (All Teachers and Administrators)
- Differentiation in Remote Learning (All Teachers and Administrators)
- Universal Design Principles for Remote Learning (All Teachers and Administrators)
- Addressing EC and Learning Differences in Remote Learning (All Teachers and Administrators)
- Increasing student engagement in Remote Learning (All Teachers and Administrators)
- Data Driven Remote Learning Instruction (All Teachers and Administrators)
- COVID-19 Safety Protocols Professional Development for (all SCS staff) (Cafeteria, Bus Drivers, Teachers, TAs, PCAs, Substitutes, Non-certified staff (office, powerschool, bookkeepers), CO Staff, Admin, Custodians, guardians, Maintenance Staff, Board Members, SROs, EC Staff, Tutors)

LMS Student and Teacher Training Opportunities

Since Scotland County Schools is a 1:World district, students are provided training on the district's LMS, CANVAS, as part of their class lessons at the beginning of the 2020-2021 school year. The district will provide teachers with lessons/modules that address the use of the CANVAS from a student's perspective to include:

- how to use CANVAS for remote learning
- how to locate, complete, and submit assignments
- how to communicate with the instructor and their peers
- how to utilize the tools built into the CANVAS

In addition, students will be provided with quick reference guides to the most common features of the CANVAS.

Parent Resources:

Guidelines and resources for remote teaching and learning will be made available to guardians through the district website Remote Learning Page. These guidelines and resources address best practices from both an instructional perspective as well as a familial support viewpoint. School based digital instructional facilitators will provide a short overview LMS training for parents and guardians. This training will help parents and guardians better understand their child's LMS. This training can be provided virtually or face to face (following CDC social distancing guidelines).

Teacher Resources for Remote Learning

Guidelines and resources for remote teaching and learning will be made available to teachers through the district website Remote Learning Page. These guidelines and resources address best practices from both an instructional perspective as well as a familial support viewpoint.

Professional Learning Communities

Professional Learning Communities (PLCs) will be held weekly at all school sites through the use of Google Meet or Zoom. These PLCs will be held through video conferencing and/or face to face. It is the expectation of the district that PLC participation and attendance is monitored by the school administrator as the instructional leader of the PLC. These PLCs will allow teachers the opportunity to continue to collaborate across their content areas while ensuring that differentiated instruction is based on student data. PLCs should include the following teachers and staff to accommodate the needs of the whole child:

- grade level teachers
- exceptional children teachers
- digital instructional facilitators
- administration, social workers
- school counselors, teacher assistants (as needed)
- school nurses (as needed)

PLC agenda should include, but not be limited to:

- self-care and/or team building for teachers
- administrative share outs and communication
- data informed instructional questions
 - What does your most recent student assessment data tell you?
 - What did you expect students to learn?
 - How do you know if each student has learned it?
 - How has the rigor increased from the last assessment?
 - What interventions are being put in place for those that have not learned the material?
 - What extensions are being provided for students that have learned the material to guide remote lesson planning, lesson planning, social-emotional student concerns, and a teacher PLC attendance sheet?

PLC teams should use assessment data (exit tickets, Google form data, Flipgrids, etc), attendance data, student participation data, and student work completion data to inform their future remote planning and next steps with regards to student instruction and socio-emotional support. When planning remote learning, PLC teams will review pacing guides and student data to determine upcoming lessons and inform instruction and interventions, both academic, socio-emotional, and coordinate student workload expectations for the week, across content areas. Remote learning lessons are based on The Structure of a Digital Minilesson

(Ziemke & Muhtar, 2020) and Universal Design Principles for Learning guidelines. Remote learning lesson plans that are designed in PLCs must adhere to the following principles related to our district's best instructional practices as well as research-based best practices in remote teaching and learning:

- equity
- choice
- flexibility
- collaboration among students
- feedback on student work

Communication

On-line Communication Options

Students will have access virtually to their teacher during the hours they will be receiving remote instruction. Furthermore, students will also have the ability to contact their teacher(s) by means of email and chat features available in our LMS. Teachers will also provide office hours each day, outside of the scheduled class time, that will allow students, as well as guardians, to ask questions and/or receive clarification. A schedule will be provided by each school to give students and guardians an overall layout of the remote learning day which will include core classes, elective classes, teacher office hours, breaks and lunch. In addition to video conferencing, email, and chat, students can also reach teachers through various communication apps to include but not limited to: Class Dojo, SeeSaw, RemindApp, etc

Off-line Communication Options

With regards to offline contact options, students can call their teachers at their schools. If teachers are not available, students can leave a voicemail message for the teacher in the school's main voicemail box. School receptionists are expected to check the school's voicemail frequently throughout the day and share messages with teachers. Teachers are expected to return all calls within 24 hours.

Tech Support

Scotland County Schools have a Tech Help Desk available for our guardians, teachers, and students to utilize in case they are having software or hardware issues with their school-owned Chromebook or Wi-Fi hot spot during at-home remote learning instruction. If students are experiencing difficulty with their school-issued Chromebook or school-issued mobile hotspot, they may email helpdesk@scsnc.org or they can call the following:

Helpdesk Hotline - 910-610-5481 - Open 8:00 am - 8:00 pm, Mondays - Fridays while in remote learning.

For students and staff at:

Scotland High - Call the Hotline or Jordan Goldson @ 910-852-0608

Spring Hill Middle - Call the Hotline or Ronald Dukes @ 910-318-2013

Carver Middle - Call the Hotline or Sekoya Anderson @ 910-544-6354

South Johnson Elementary - Call the Hotline or Tracy McGill @ 910-852-0608

Laurel Hill Elementary - Call the Hotline or Sekoya Anderson @ 910-544-6354

Sycamore Lane Primary/Elementary - Call the Hotline or Tracy McGill @ 910-852-0608

Wagram Elementary - Call the Hotline or Ronald Dukes @ 910-318-2013

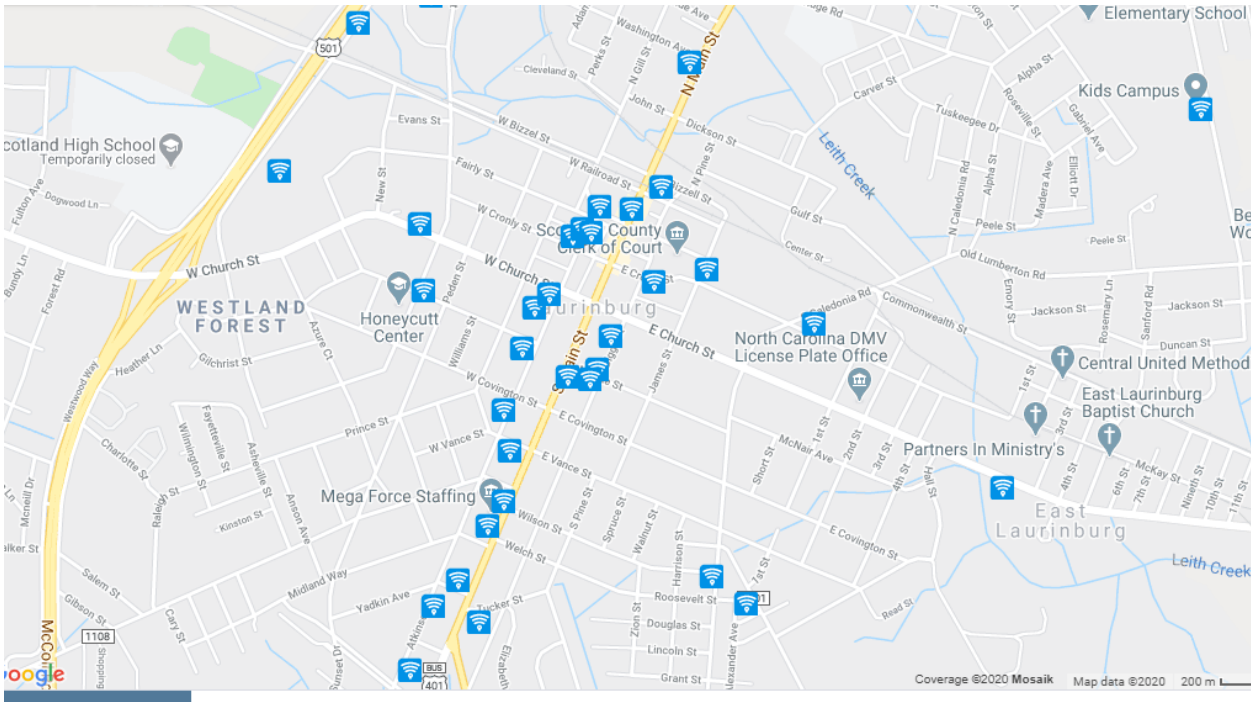
Shaw Academy - Call the Hotline or LeJuan Oxendine @ 910-852-1508

SEarCH - Call the Hotline or LeJuan Oxendine @ 910-852-1508

The information above is shared on the district's website, social media page, and on flyers posted at the front of school buildings. All Scotland County staff are required to undergo customer service training with the district's Public Information Officer. This training will ensure that technology staff are courteous and effective in their communication with stakeholders. Technology staff will participate in ongoing professional development as deemed necessary by the Chief Technology Officer to guarantee that members of the technology department are up to date on all aspects of hardware and software products.

WIFI Access

Our district currently has all school buses equipped with wifi as well as adding long range extenders to each of our buildings to allow for additional connectivity for any person on school grounds including the parking lot. Spectrum has also released free hotspot connectivity by sharing community internet services with students. A map detailing the places in which a student can access high speed internet throughout the Laurinburg area can be seen here:



This map with address locations will be shared with parents/guardians and students on the district's web page under the remote learning tab as well as through correspondence sent home to parents/guardians.

School Based Community Partnerships

Scotland County also has strong relationships with our local faith-based institutions as well as the local businesses that will allow any student with an ID the ability to access their high speed network.

If a need arises for child care, clothing, food, medical services, and/or mental health services, school social workers will be the primary contact in each building. Social Workers will help families access these services.

Safety Expectations During Remote Learning

Expectations for Students

- All students are required to wear a face covering on campus unless they have an exception, are eating or engaged in a strenuous activity even when they are 6 ft. apart
- All students are required to wear face coverings on buses unless they have an exception even when they are 6 ft apart
- All students are required to follow social distancing of remaining 6 ft apart
- All students are required to follow signs and directions posted in and around the building

- All students are required to wash hands and use hand sanitizer throughout the day including before and after eating, after using the restroom, when boarding the school bus, after playground use and after sneezing, coughing or blowing nose

Expectations for Parents

- All parents/guardians are to wear a face covering when entering a building and participate in the symptom screening including temperature checks
- All parents/guardians are required to keep school administration updated on demographic information including addresses, phone numbers and additional contacts
- All parents/guardians are expected to pick their child up from school if they are sick and keep their child home if they are sick
- All parents/guardians are expected to follow social distancing guidelines of remaining 6 ft apart in and around buildings
- All parents/guardians are required to notify the school nurse if their child(ren) are experiencing any COVID-19 symptoms and follow DHHS and CDC guidelines(shared by the school nurse) for student return

Expectations for Teachers/Staff

- All staff are required to complete the symptom screening questionnaire and have their temperature taken when entering the school building
- All staff are required to contact their immediate supervisor if they are experiencing any COVID-19 related symptoms
- All staff are required to stay home and contact their immediate supervisor if they are sick
- All staff are required to follow social distancing guidelines of 6 ft apart in and around buildings
- All staff are required to wear a face covering in school buildings even when practicing social distancing
- All staff are required to wash hands and use hand sanitizer frequently
- All staff should follow maximum occupancy guidelines and other signage throughout the school building

FAQs

What happens if my child needs assistance?

The expectation is that your child will have access virtually to their teacher during the hours they would be receiving direct instruction on a normal day. Students will also have the ability to contact their instructor(s) by means of email and chat features available in our LMS.

When will Remote Learning day assignments get posted?

Work for students will be posted by their teacher(s) by the start of the regularly scheduled school day in the teacher's LMS course.

What do I do if I don't have internet access at home?

Connectivity is required to operate an e-Learning day. If you do not have internet access at your home, and you did not receive a hotspot with your student's Chromebook at the beginning of the year, our Technology department has limited numbers of hotspots that can be married to your child's Chromebook. You may also use a community hotspot (local businesses) that have public wi-fi. A detailed map is included in our SCS Remote Learning plan where free access is provided. Additionally, the wifi extends beyond our buildings and can be accessed if you are in a close enough proximity to our school buildings.

What do I do if I have technology related questions during an eLearning day?

If you are having technology related issues, please feel free to contact the technology representative assigned to your school. This plan includes contact information for each school and it will be posted on the school's website.

How much school work will students be required to accomplish?

We will not overload our students with busy work but will provide meaningful learning activities related to their current unit of study. Assignments should take a reasonable amount of time to complete when on task.

When will assignments be due?

As students complete their work, they should upload their assignments. If an Internet connection is not available, they will have up to two school days after the last school cancellation to turn in assigned work.

Do students with identified special learning needs have an alternative means to access their education on eLearning days?

Yes, individual support, services and accommodations for students with an Individual Education Program (IEP), English Learners or a Section 504 Plan will be followed as a part of Remote Learning.

What is a hotspot?

If your area does not provide router-based or DSL Internet service, a hotspot is an alternative that allows you to connect to the Internet with your mobile phone using wireless cellular data. Whenever you create a hotspot, make sure to monitor your data usage. Unless you are on an unlimited data plan, avoid streaming videos or downloading large files.