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

REMOTE INSTRUCTION PLAN

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

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

Public School Unit	Thomasville City Schools
Superintendent/Director	Dr. Catherine R. Gentry
Remote Instruction Plan Coordinator	Name: Dr. Chris Kennedy Title: Chief Academic Officer Email Address: kennedyc@tcs.k12.nc.us Phone Number:336-474-4200
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Date Submitted to NCDPI*	7/14/2020

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

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

   Thomasville City Schools has created multiple methods of communication in order to best reach all stakeholders. Online surveys were publicized on social media and our website for parents to participate in multiple surveys during June and early July to gather parent feedback about perspectives, concerns, comfort levels, connectivity and access. Two separate surveys were administered to TCS staff for their input regarding concerns, professional development needs, requests, comfort levels, access and reflection from their experiences during the crisis teaching period. Multiple parent Q&A sessions were held virtually with the Superintendent and key staff and parents and other stakeholders to gather input regarding remote teaching and learning. Additional

Public School Unit:

Thomasville City Schools

data was solicited from staff regarding student participation levels for every student during the remote learning closure. Teachers also completed standards coverage maps to help identify gaps in instruction to address for the next school year. Learner profiles were created in Schoolnet to establish student strengths and weaknesses as a communication to the next year's teachers. Three teams were created for doing the work of creating the Remote Instruction Plan. An internal senior staff/cabinet level team did the work of interpreting the documents and communications of state level guidance for summer and remote learning plans also including re-entry plans. The second comprehensive team included district level directors and their supervisor on senior staff and community members to complete the framework for the indicators as specific to program areas. The third team at the school level was inclusive of teachers, administrators, instructional support staff, parents, students and community partners who worked to detail the indicators more specifically and to create internal school processes for sharing the communication of the plan to the entire staff and school community.

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

Thomasville City Schools is training staff and teachers on the effective use of the remote instruction resources in multiple formats. Opportunities are being leveraged for external professional learning from ed tech providers like ISTE, state level trainings like NCVPS and Friday Institute and also internal opportunities from district leaders and teacher leaders. We will also use existing DPI training resources for learning management systems such as Canvas. Most of our internal professional development during this summer is being prepared for online access but there are some planned face-to-face interactions if conditions allow. Our district will use Canvas for all staff users as a learning management system for housing all professional development. A variety of online professional development courses are being developed to deliver adult learning content both synchronously and asynchronously to staff. Courses range from formative assessment, using digital tools, instructional design and pedagogy, remote learning, effective communication and more. Additional content courses are being created to house resources by subject along with curriculum maps, pacing guides, online and offline resources including the use of Schoolnet resources and #GoOpenNC OER resources. A Canvas Course template for new PD has been created. Teachers in grades K-5 will use Google Classroom with students and teachers in grades 6-12 will use Canvas as the LMS for students.

292.ThomasvilleCitySchools.Resources.2020

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

Public School Unit:

Thomasville City Schools

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

Thomasville City Schools is creating three documents that explain and define staff roles and expectations for staff duties on remote learning days. The first document is for teachers, the second for instructional support and administration and the third is for non-certified staff. We will further create a more comprehensive guidebook to remote instruction specifically for teachers. The documents will then be reviewed by the school level core teams to ensure clarity and specificity. Included in each document is the expectation for established work hours, how to report on tasks completed during the teleworking, contact information for parents and students to reach certified staff during "office hours". Expectations for returning calls and emails during a remote learning day should be within 24 hours. Communications to staff members who are not hosting videoconferences or conference calling students/parents should be identified with specific job responsibilities for the remote day. If the remote learning day is used as a teacher workday, the core communications team at the school should be able to triage any help requests from students or parents and investigate answers while teachers are otherwise engaged in professional learning on the workday. These plans will be communicated to staff virtually through the superintendent's videoconference and the remote learning working agreement (similar to our telework agreement used this spring) that will be loaded into the online document system for digital sign off from each employee.

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

In Thomasville City Schools, we were already sending Chromebooks and a T-Mobile Hotspot home with every student in grades 6-12 since the beginning of the 2019-20 school year, meaning connectivity and devices were an obstacle mainly for our K-5 students during the closure. For grades 3-5 students we were able to send home devices by request, resulting in devices being sent home for about 50% of the students in each grade level. Upon our return in August, we will be in a position to provide devices to every 3-5 grade student and hopefully salvage enough older devices to provide to K-2 on a request basis. Hotspot connectivity is still a challenge and we are working through how to expand our T-Mobile EmpowerEd grant to include those K-5 students who need Internet access.

As for downloading materials in advance, teachers will have a built in part of their class period/daily schedule for explicitly teaching students how to ensure they have access to the learning materials they need. Videos and direction sheets will be created for each learning platform to share with teachers to in turn use with students. Paper activities and other offline resources will most likely still be the integral part of the K-2 remote learning landscape in 2020-2021 since there is not enough funding for those K-2 devices.

All parents have been surveyed twice so far since the March closure to gain feedback and input regarding the success of remote instruction, student participation, Internet access, device access,

Public School Unit:

Thomasville City Schools

pain points, celebrations and areas for improvement. We also asked our K-12 teachers to provide documentation on the level of every student's participation in every core content area during remote instruction. Additionally, K-5 teachers identified the rate of student participation confirming their experiences with students who had issues with home devices and connectivity as experienced during the closure.

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

Thomasville City Schools will provide services to students and families in a number of ways. For connectivity and remote access, TCS has taken a number of steps to address this directly. First, the system was already 1:1 with devices in grades 6-12, meaning over 1,200 already had access to devices and remote hotspots. In addition, in the first round of school closure, over 300 more devices were given out to students in grades 3-5. With a complete allocation of resources, it is possible TCS could have as many as 500 more devices ready to distribute to students in grades K-5 for remote learning in 2020-21. In total, we could potentially have nearly 2,000 devices and over 1,200 hotspots in the hands of students and families.

To assist with connectivity, areas will be designated at each of our four schools where wifi can be accessed from the parking lot. Beyond school resources, the Thomasville branch of the Davidson County Public Library is able to provide internet access and support, and is in the process of applying for a grant to provide devices and hotspots for checkout. Also, the City of Thomasville has free wifi in the downtown business district. TCS will devise a heat map and provide locations where students and families can access connectivity if they do not have one of the school-provided hotspots.

TCS is currently developing a list of child care opportunities in our area. These will include possibilities such as Finch YMCA, Davidson County Smart Start, and other local providers. A list will be provided to families and stakeholders prior to the beginning of school in August.

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

Initial professional learning will be offered to teachers online through Canvas about using the 7 Instructional Design Principles for Remote Instruction as identified by Friday Institute. We acknowledge that this is not enough training in a one time PD offering and sustaining this on-going learning will be of critical importance as we move throughout the school year. Our instructional support (curriculum and digital coaches, media, counselors) and our administrative teams will have a separate Canvas course with the district Chief Academic Officer and the Chief Technology & Information Officer to delve into throughout the year so that they can facilitate the work in their own buildings consistently during PLCs whether online or in person. Shared PLC activity logs will be the monitoring tool to ensure the conversation and on-going learning about remote instructional design

Public School Unit:

Thomasville City Schools

principles are being addressed. Self reflection about remote instructional plans will be solicited from teachers as a pre and post assessment in order to measure teacher efficacy and growth. PLC activity may be supported by district staff in the area of data and accountability in order to align standards unpacking with standards mastery and student achievement.

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

A repository of videos using combinations of a screencasting tool and live teachers in front of video will be created for age appropriate directions on how to access both Google Classroom and Canvas. Additionally, scripts with written directions and tutorials for those that prefer to read directions will be provided too. These will be made available to parents and to students for 24/7 access. Among the topics to be included are how to login, how to find today's work, how to access the videoconference (live/recorded), how to submit an assignment, how to get help (technical and academic). Students will all be given the opportunity in each class period with each teacher to practice accessing their LMS and following the routines for structure for how to locate, complete and submit their learning. Understanding timelines, flexible "due dates", student choice boards and how choosing personalized pathways will be included as appropriate.This instruction will happen with the first 6 days of school being resumed assuming we are in Plan A or B. If we begin the year in Plan C, these videos and written directions will be posted on the teacher's website initially so there is a transparent way to access the information. Then these will be posted inside the PowerSchool parent portal as links as well. We will ask teachers to confirm on a student roster that each student has had two or more opportunities to practice this in advance of a remote learning day much the same way we affirm that students take the NCTEST Tutorial in advance of the EOG. We will also require each school to host virtual and in-person (if applicable) training sessions for parent engagement opportunities to ensure parents/guardians are comfortable with helping their student access their remote learning work. This will also ensure a concerted effort to sign up parents for the PowerSchool Parent Portal in order to help them know how to track missing/incomplete work so they can monitor their student's progress throughout the remote learning period and throughout the year.

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

Professional learning communities (PLCs) will develop unpack standards and develop learning targets in coordination with each school's curriculum facilitators. PLCs will also collaborate on those standards identified as missing or incomplete due to school closure in the spring. Using the appropriate learning management system (LMS), teachers will communicate learning targets through daily "I can" statements that describe what students will be able to do as a result of the learning experiences for that content area for that day. "I can" statements will be deconstructed using

Public School Unit:

Thomasville City Schools

unpacking work from NCSCOS in student- (and parent-) friendly language. Teachers in Thomasville City Schools use the gradual release model of "I do, We do, You do" in order to structure learning and within this framework the "I can" statements will be explained and reviewed to monitor student understanding. Teachers will communicate the learning targets by posting them in the LMS. As our teachers begin to use more personalized learning and pre-assessment data, individualized learning targets will be pushed to personalized student learning pathways and playlists and choice boards in order to define learning outcomes and assess mastery. PLCs and MTSS teams will monitor student performance on formative and (where applicable) summative assessments to ensure student success and design interventions where necessary. Administrators and curriculum facilitators will be responsible for participating and collaborating with PLCs and monitoring instruction to ensure lesson plan quality.

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

During PLCs, teachers and staff will use our standards tracking mastery document that was created this spring and continue to unpack standards and vertically align where gaps in learning exist from the previous year. Teachers will align their work to create mastery paths with standards and evidence of learning example products with Mastery Connect, Case 21 Benchmark Pre-assessments, and Schoolnet Learner Profiles to create learning pathways and progressions. Our district is new to Personalized Learning as it was a planned focus for 2020-2021 so establishing a competency based progression will be new learning for most of our staff. The communication to teachers and then to students and parents about the amount of instructional time and grading is going to need to be crystal clear. Teachers and parents both conveyed in their respective survey feedback the paramount importance of clear communication about accountability with flexibility. This applies to teachers, parents and students expecting work to be done timely but within a range of time; not due daily. For parents, understanding the grading/accountability factor of assessment and feedback to guide progress is critical. Communication will be clear to parents and students to understand the work is not optional, though some individual assignments may involve student choice. Virtual Open House and Back to School nights (live & recorded and translated) with principals leading these will be crucial to set the stage for expectations.Synchronous learning for four periods a day will not be the expectation of our students. Our plan includes metrics for balancing the synchronous and asynchronous learning opportunities on a 50/50 basis. This may mean that in schools, we have dedicated scheduled blocks of time that correspond to the regular class day so that teachers can rotate the video conferencing load between them so as not to overwhelm students and maintain routines. This worked well during our crisis teaching at the middle school level this spring. We know how essential clear feedback is to students to move in their learning progressions and it will be expected that teachers report out regularly to parents to maintain open lines of communication. The frequency of that reporting may be determined by the degree of remote learning taking place. Maintaining systems for tracking learning such as Mastery Connect, Canvas Mastery Paths and Rubrics, Schoolnet learner profile updates and PowerSchool gradebook will be utilized to monitor, assess and report on student learning.

Public School Unit:

Thomasville City Schools

For students in grades K-2 who do not have technology at home, packets will be provided and sent home with those students as well as posted on the district website for parents to access. The work that is sent home will be expected to be returned at different times depending when students return (i.e. students are working remotely only two days a week compared to working remotely for an entire week or for an extended period of time). The grade level will establish those deadlines and grades will be based on standards mastery with teachers giving feedback based on student performance. Choice boards can be created giving students a variety of methods to prove mastery depending on interests as well as resources they have at home. Grade 3-12 students will be provided a laptop/Chromebook so they will have more access to digital resources and assignments can be submitted online through Canvas or Google classroom. Part of the remote learning will be more teacher led or facilitated instruction either through Google hangout, Canvas conference, etc. Teachers will weekly check in with each student remotely and provide a variety of instruction to help assist with the learning process. For those students who do not have access to technology, again the district will post the assignments on the school or district website so students can access the materials and then submit them when they return depending on what their remote learning schedule is and when they return to school. For those students who do not have access to technology, the teachers will also connect with students weekly through phone, facetime, google hangout, etc. For grades 3-12, the district will be utilizing the state math sets as a way to review prior year skills as well as the school created CFA for each unit being taught to be used as a pre and post assessment to measure progress. These assessments can be given online or paper/pencil depending on their technology access. Flexible deadlines for work submission must be implemented as well as choice boards to provide varied methods of demonstrating progress. The main focus can be working towards a mastery learning approach that is based on completion of work by the end of the marking period if needed with more personalized learning, flipped classroom instruction, and self-paced learning.

For those students who are working entirely remotely and have decided to attend our remote virtual learning academy, a teacher will be assigned to those students and all instruction will be delivered through Canvas or Google classroom and the teacher will give students assessments that will measure their virtual learning similar to those given to students who are attending school in person and/or a blended approach.

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

Thomasville City Schools will provide the same access to all students within the district regardless of classification or disability. Case managers for students with disabilities as well as 504 students will be directly contacting each student on their caseload to survey access to and technology needs for each student to be able to access the remote instruction. Based on those results, student names of who

Public School Unit:

Thomasville City Schools

need support in accessing on-line resources will be provided to the technology department for support and assistance.

Students who do not have access to technology and are part of the grade levels that are not provided devices by TCS, or for students who it is determined by the IEP or 504 team that on-line learning is not appropriate, will receive remote instruction through offline resources, followed up by daily phone calls to provide support to both student and parent in the understanding of and the completion of assignments.

Students who are able to access online learning will receive general education instruction through the same mode and methods as all students within that particular classroom or grade level. Direct instruction special education services will be provided within Google Meets on-line platform.

Students with disabilities and 504 students will receive all appropriate accommodations listed in their IEP/504 plan for remote learning assignments and testing. Items that would not be included would not prevent a student from accessing the material or learning just as their no disable peers would.

Frequency and duration of services will match services listed on the student' IEP or 504 plan to the maximum extent possible. Factors that will prevent full implementation of the services as written will be the length of school day under remote learning, days per week of remote learning, access to technology, and access to child care for students under age 5.

TCS will develop a contingent remote learning plan for each student with an IEP or 504 plan developed at annual review, initial plan, or addendum meetings to ensure input from parents.

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

Tracking attendance methods will vary based on the grade span of the school. Elementary students who have one teacher for most subjects all day will need to track "daily" attendance. Middle and High School students will be tracked through a "period" attendance. For young students who require significant assistance from an adult, the teacher will track when students are on a videoconference live or when they are having a call with the parent. Additionally, student work submissions with date/timestamp will be the evidence of student attendance. Canvas and Google Classroom for older elementary, middle and high school students will be able to use the analytics features to help determine participation in additional online activities as proof of "attendance". The authoritative source for "attendance" ,if it is not spelled out by PowerSchool and the School Attendance & Student Accounting manual from DPI, for our PSU will be to have student rosters that identify dates of remote instruction with drop down menus to choose from identifying whether the student either participated in an online videoconference or if he submitted work identified as due during the week. If by Friday all work for the week was submitted, the student was present and in attendance for the week. Individual weekly or bi-weekly check in calls with students and parents from school staff will be expected

Public School Unit:

Thomasville City Schools

depending on the level of remote learning being experienced. Parents indicated in their feedback a need for increased communication from a majority of the teachers during the closure.

Attendance for students on remote learning will be taken through them logging into Google classroom or Canvas each day. That will be the case for all students doing remote/virtual learning. If they do not have access to technology, attendance can be captured through a text or voice message to a call center that the district will set up for those who can not login. Attendance procedures and protocols will be communicated to parents and students through our Swiftk12 phone system, posted on social media, posted on the school and district website, as well as sent home with back to school information. That attendance will be collected in Powerschool by the teacher to keep track that the student participated in remote learning that day. Beyond just logging in, we as a district want to collect data if students are engaged in the learning process each day during remote learning. As a record to indicate if students were actively engaged, at the close of the day, students will post a reflection or summary of the work they completed or attempted that day. This information will be for district data collection and a fidelity check on the quality of our remote learning and the level of student engagement, as well as the level of student comprehension/understanding of the content.

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

When students are remote learning and teachers are not engaged in a workday, the student communication process will be to contact the teacher through her online office hours information on her website, Google Classroom or Canvas. At the beginning of August before students arrive, administrators will have teachers create and commit to office hours and post the school phone number, teacher email address and link to video/audio conference options and the workday hours when reachable. During non-workday remote learning days, teachers should be available to take these calls and provide assistance during the posted office hours. For after hours help for families that have work or other duties that keep them from helping their student during the day, the options for email or the contact form for help will be available. Offline contact options such as an audio phone call will be coordinated through the school's main phone line. For early elementary grades where remote learning is still including pickup of packets, there will be a physical "message board" where parents can leave notes for teachers or administrators with questions and a return phone number to call back.

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

Technology support is provided for students during remote learning through 3 options. For technical device support there is a technology hotline phone number where a live technician can be reached during workday hours or the student or parent can fill out the online form describing the technical issue they are experiencing and await a call back. There is also "Chromebook Central" at our high school that is staffed by a technician and this is the delivery point for swapping out a device or getting it serviced. These options are posted on social media and our websites. Additional technical staff are

Public School Unit:

Thomasville City Schools

available for helping to troubleshoot login or account issues when teachers submit a ticket through our normal ticket routing system.

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

   a. English learners

TCS is responding to meeting the needs of ELs in different ways. First, bilingual ESL teachers and interpreters will be consistently contacting parents and students to identify special needs they may have related to access to technology, understanding regular lessons or and district procedures in general. The ESL team will schedule frequent parent meetings to check how parents and students feel about the Distance learning process and to find ways to better support them.

ESL teachers will plan and deliver engaging content-based lessons to help ELs develop their second language proficiency as they learn content related to the core subject standards. ESL teachers will use some online resources that will promote integration of language domains (listening, speaking, reading, writing) and academic vocabulary in the context of different content areas. ESL teachers will also create print packets for those students that do not have access to technological devices.

ESL teachers will collaborate with regular ed teachers during PLCs, in which they will share data, strategies and advice about how to differentiate instruction for ELs according to their needs, based on their English language proficiency. If time allows, ESL teachers will also participate in the online lessons delivered by regular teachers to make sure that ELs understand and have plenty of opportunities to participate.

   b. Academically and/or Intellectually Gifted learners

TCS will utilize the remote learning resources for AIG Learners provided by DPI in partnership with Duke TIP. We will also use district-provided instructional materials with teacher support. Digital instructional materials will be provided by the district for students to access independently. Students will access instruction directly from district provided materials (e.g., district lessons, Edgenuity). AIG teachers will offer online office hours and/or telephone feedback for students. Teachers will also lead hybrid instruction as required, which is a model of instruction that can occur at any time – students independently self-pace their learning once teachers share the resources. Teachers curate and provide materials digitally (e.g., videos, assignments from district materials or supplemental materials) which students work on independently and submit. Student communication through Google Classroom, Canvas, or other digital platforms, and/or by phone. Resources will be housed in Schoology, Canvas, and/or Google Classroom (e.g., videos, live instruction).

Public School Unit:

Thomasville City Schools

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

Students who are identified and served under the McKinney-Vento (MV) Act will be in contact with their School Counselor and with the School Social Worker via check-ins (virtual meetings and phone calls) completed and through requests by students and parents as needed. If there are requests for academic assistance (supplies, tutor services, technology assistance, etc.), MV staff will work with school staff, the student and their family to coordinate services to meet the need. Additionally, if there are referrals needed for specific services, MV staff will facilitate connecting the student to the appropriate office/agency, to include, in district and out of district services.

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

Through continuous communication with parents, staff, students, and other stakeholders, Thomasville City Schools has identified a number of limitations for quality remote learning. These include, but are not limited to:
- Designing and providing professional development in a remote environment for teachers in understanding remote learning instructional design.
- Training teachers to provide high-quality remote learning as well as developing an in-person model, a hybrid model, and a remote model, knowing that all three may be required over the course of the school year.
- Allotted CARES Act funding does not cover the cost for every student in K-12 to have a device and uninterrupted access to connectivity.
- Communication to parents about remote instruction that does not involve a face-to-face component
- Establishing relationships with students was paramount to the varying degrees of success that teachers and parents experienced. Many are concerned about how to build relationships virtually if those face-to-face interactions are not cemented early in the year.
- Transportation
- Fidelity and maintaining solid health and cleaning practices after the routine sets in.
- Understanding the accountability model and explaining it to parents.
- Communicating to parents and stakeholders that remote instruction going forward will not be like the emergency remote teaching that occurred when school closed in March.
- Meeting the needs of parents who have to work and cannot facilitate synchronous instruction for their children, as well as meeting the child care challenges for working parents.

Public School Unit:

Thomasville City Schools

OPTIONAL REMOTE INSTRUCTION PLAN RESPONSES

In the RI Plans, public school units are also encouraged to consider adding information regarding:

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

> A parent engagement liaison was successful in hosting weekly "Tea & Talks" with parents through video conferencing and discussing important topics with the parents. Curriculum nights held this spring were better attended virtually than ever had been in person. The ability to stay in their own space to make themselves less vulnerable not having to enter the school building was a positive factor that an administrator shared. Transportation has always been another barrier and this was a solution to that issue. Ensuring all wrap-around services are available and engaging with students on a regular basis for constant communication will be essential to keeping students on track.
>
> Thomasville City Schools is also developing a guidebook to remote learning that will be available for parents and students in both a digital format as well as an offline format. This guidebook will provide resources and how-to guides for accessing remote learning, expectations, and strategies for success in virtual instruction. Students will also be coached in accessing the appropriate learning management systems and, if in-person instruction occurs, lesson planning will include work inside the LMS so that students are more prepared to access learning materials during periods of remote instruction.

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

> Thomasville City Schools will continue to partner with Davidson County Smart Start, NC Pre-K, and our existing Pre-K families to develop strategies to ease the transition to Kindergarten. Kindergarten registration and assessments have already been scheduled and will take place at Thomasville Middle School to allow for convenience and social distancing, as well as to avoid sharing space with existing food distribution programs and Summer Jump Start Program.
>
> TCS, in collaboration with the Davidson County Community College liaison, will seek options for Career and College Promise students to take virtual courses through DCCC. In addition, there are courses that community college instructors taught on the Thomasville High School campus that may be offered in a virtual format. Davidson County Transportation was working on creating city transit routes to pick up students at Thomasville High School and transport them to DCCC; this plan may need to be altered based on the instructional calendar of the community college and whether or not classes in TCS and at DCCC are being offered in person or in a hybrid setting.

Public School Unit:

Thomasville City Schools