

## FCS Online School Closure Staff Expectations

Certified	Classified	Administration & Support Positions
<p><b>All Teachers</b>  <b><i>*To include all teacher subcategories below.</i></b></p> <ul style="list-style-type: none"> <li>• Prepare online learning lessons</li> <li>• Communicate:               <ul style="list-style-type: none"> <li>○ how student can find assignments</li> <li>○ mode of communication students and parents should contact teacher on the day of a school closure</li> </ul> </li> <li>• Post class activity in itslearning course by 9am.</li> <li>• Hold two office hours on inclement weather day (ES: 9-10am &amp; 2-3pm) (MS/HS: 10-11am &amp; 1-2pm)</li> <li>• If inclement weather event extends beyond two days, feedback should be provided by teachers to all students who completed and submitted assignments electronically.</li> <li>• Complete and submit Classroom Data Collection sheet at the conclusion of the inclement weather event</li> </ul> <p><b>Teachers of Exceptional Students (ESOL, EIP, Gifted, Title I, SLPs and IRR Special Education)</b></p> <ul style="list-style-type: none"> <li>• Provide necessary accommodations and adaptations for all caseload students</li> <li>• Ensure students receive timely feedback that complete and submit assignments electronically.</li> <li>• Speech and Language Pathologists will provide an assignment for students who would have been served the day of inclement weather. They may provide optional activities for students not being served that day to continue working on their</li> </ul>	<p><b>Paraprofessionals</b>  <b><i>*Each instructional support position should be assigned to a group of teachers (i.e. team, grade level, content, etc.)</i></b></p> <ul style="list-style-type: none"> <li>• Collaborate with classroom teachers to support online learning instruction and facilitate resources</li> </ul> <p><b>Bus Drivers, Food Service</b></p> <ul style="list-style-type: none"> <li>• Online professional learning sessions related to Social/Emotional Learning and Behavior Interventions</li> <li>• Work with immediate supervisor to plan for make-up of hours missed. Supervisor will develop trainings that will be beneficial to their work</li> </ul> <p><b>School Nurses</b></p> <ul style="list-style-type: none"> <li>• School Nurses will participate in online professional learning provided through webinar training from the Georgia State Department of Education</li> </ul> <p><b>Other Classified Personnel (both school and central office)</b></p> <ul style="list-style-type: none"> <li>• Without jeopardizing personal safety and with the permission</li> </ul>	<p><b>Principals/Assistant Principals</b></p> <ul style="list-style-type: none"> <li>• Without jeopardizing personal safety and with the permission of immediate supervisor may work normal hours in assigned building.</li> <li>• Ensure communication of inclement weather day expectations to all stakeholders at the local school</li> <li>• Review faculty members' instructional resources in itslearning (TKES Walk Through) and provide feedback.</li> <li>• Engage in online meetings with team members for planning purposes</li> <li>• Engage in available online professional learning opportunities</li> <li>• Support and monitor all classroom teachers by checking on content being delivered during the inclement weather event.(TKES Walk-Throughs)</li> <li>• Be available to answer questions from teachers, parents, students, and community.</li> </ul>

Individual Education Plan (IEP) goals and objectives.

- Special education co-teachers will be working with all teachers to make sure the content is accessible and accommodated for each individual student when needed.
- Special Education Resource Teachers will provide an assignment for the students they would have served the day of inclement weather to continue working on their Individual Education Plan (IEP) goals and objectives.

### **Specialized Instructional Programs (Self-Contained) - Special Education Teachers**

- Create “home kits” that can go home. These kits will have a variety of hands on activities that parents can do with their child, to ensure students continue to work on their IEP goals and accessing the general curriculum.
- Be available to provide instructional support to parents and students, as they work on the “home kit” activities and provide additional activities as needed.
- Work on Georgia Alternative Assessment (GAA) portfolios.
- Complete and update all local and state paperwork for IDEA compliance.
- For teachers that have BIP, MiID, MCA or ACA classes, a “home kit” may not be necessary. If these students can access instruction in itslearning, please follow the directions above for all teachers and IRR teachers.

of immediate supervisor may work normal hours in assigned building.

- Approve classified employees to work at their building during the inclement weather event.
- Assign and oversee work done to ensure ability to fulfill online obligations due to power or Internet outage.
- Complete and submit School Data Collection sheet at the conclusion of the inclement weather event.

### **Instructional Support Positions (Grad Coach, Instructional Coach, Admin Assistants, Quality Work Facilitators, Media Specialists, Counselors)**

***\*Each instructional support position should be assigned to a group of teachers (i.e. team, grade level, content, etc.)***

- Collaborate with assigned teachers for communication support.
- Contact students via telephone who have failed to report through itslearning.
- Provide online professional learning to staff.

### **ITS**

- Be available to provide instructional and technical support to teachers, parents, and students.

		<ul style="list-style-type: none"><li>• Elementary ITS: Post Online Learning Day schedule (A or B Day) to school dashboard with specifics on the school dashboard</li></ul> <p><b>Central Office Administration</b></p> <ul style="list-style-type: none"><li>• Without jeopardizing personal safety and with the permission of immediate supervisor may work normal hours in assigned building.</li><li>• Ensure communication of inclement weather day expectations to all stakeholders</li><li>• Be available to answer questions from teachers, parents, students, and or community.</li></ul>
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