GERMANTOWN
MUNICIPAL SCHOOL DISTRICT
Empowering Personal Potential

GMSD Remote Learning Day Plan

Overview & Goals

GMSD has established its Remote Learning Day Plan with the following goals in mind:

- **Instructional Relevance:** Allows teachers to share materials connected to what students are currently learning instead of relying on general resources.
- **Continuity:** Provides more meaningful continuity of instruction during a disruption.
- **Equity & Access:** Acknowledges that some families may have limited technology, internet access, or printing options during emergency closures.

Communication Protocol

In the event that the district initiates a Remote Learning Day, the following communication hierarchy will be followed:

- **District Communication:** GMSD will send a mass notification to all families outlining general expectations for instruction, attendance, and district-wide procedures.
- **Teacher Communication:** Individual teachers are responsible for communicating specific instructional activities, assignments, and learning expectations directly to their students and families.
- **Staff Availability:** Teachers are expected to be available to students and parents via email during regular work hours, as their personal connectivity allows.
- **Access Issues:** If a teacher is unable to meet communication or instructional expectations due to power or internet outages, they must notify their direct supervisor as soon as they are able.

Legal Framework

T.C.A. § 49-6-3004(i) authorizes local education agencies (LEAs) to provide up to **five (5) days each semester** of the required 180 days of classroom instruction via remote instruction.

Updated March 2026

Remote instruction may be utilized in the event of:

- **Dangerous or extreme weather conditions.**
- **Serious outbreaks of illness** affecting or endangering students or staff.
- **State Assessments:** Days that the school administers end-of-course assessments or other required state assessments (provided that students taking assessments do so in person).
- **State Discretion:** Additional events that could result in remote learning days are at the discretion of the **Tennessee Department of Education**.

Grades PK–5

GMSD students in grades PK–5 do not take devices home; therefore, remote learning for these grades will be **teacher-directed** and communicated directly to families.

In the event of a Remote Learning Day, teacher responsibilities are:

- **Direct Communication:** Communicate with families via email using contact information on file to share specific learning activities.
- **First-Day Planning Buffer:** To allow teachers time to plan for a potentially extended remote period, **core teachers (Math, Science, ELA, and Social Studies)** will be provided with one full day of activities by TLA.
- **Extended Remote Instruction:** If more than one day of remote learning is implemented, teachers will send instructional activities and learning goals to families **by 5:00 PM** for the following day.
- **Staff Availability:** Remain accessible via email during regular contract hours to support families, provided connectivity is available.
- **Mobile Accessibility:** Design learning experiences that are accessible on a **cell phone** and do not require printing.
- **Platform Limitations:** Avoid requiring students to log into district platforms or apps (e.g., Seesaw, Schoology), as families may have limited device access and connectivity.

Grades 6–12

Students in grades 6–12 participate in the district's 1:1 program and take devices home daily, allowing for continued access to digital learning tools.

In the event of a Remote Learning Day, teacher responsibilities are:

- **Direct Communication:** Post and communicate specific instructional activities and expectations directly to students via Schoology.
- **Day 1 Readiness:** Teachers must maintain a folder of activities in Schoology that is "ready on the go." This folder should remain **unpublished** until a Remote Learning Day is declared, at which point it must be published to carry students through the first full day of instruction.

- **Instructional Time Allocation:** To meet the 6.5-hour state instructional requirement, teachers should plan for **45–55 minutes of activities per day** for each course/subject.
- **Schoology Integration:** Post all instructional materials, assignments, and resources in Schoology. If any external platforms (such as online textbooks or formative assessment applications) are utilized, a corresponding note must be included in Schoology to inform families.
- **Staff Availability:** Remain accessible via email during regular contract hours to support students, provided connectivity is available.
- **Optional Synchronous Support:**
    - Teachers (including AP and Dual Enrollment) may offer live meetings or check-ins via Google Meet, but these **must be optional**, due to potential outages or other extenuating circumstances.
    - **Virtual Office Hours:** Teachers are encouraged to offer virtual "office hours" for one-on-one support at their discretion.

Instructional Design Considerations (All Grades)

Remote Learning Day activities should:

1. Align with State Instructional Time Targets:

- **Kindergarten:** Target **4 hours** of cumulative learning activities.
- **Grades 1–12:** Target **6.5 hours** of cumulative learning activities (achieved from combined subject-area assignments).

2. Quality and Accessibility:

- **Align to Standards:** Reinforce previously taught skills, current units of study, or enrichment aligned to standards.
- **Set Realistic Goals:** Establish reasonable expectations for new learning, as access to instruction and feedback will be limited.
- **Minimize Screen Time:** Be reasonable in scope and not require extended screen time.
- **Support Families:** Allow flexibility for families managing emergency conditions.
- **Continuity:** Emphasize continuity of learning rather than replication of a full in-person schedule.

Our Commitment

The ultimate goal of the GMSD Remote Learning Day Plan is to ensure that student learning remains meaningful and continuous, even when physical access to our buildings is disrupted. By prioritizing instructional relevance and maintaining flexibility for our families, we aim to bridge the gap during emergencies while upholding our commitment to academic excellence. Through clear communication and standard-aligned support, we can navigate these disruptions together while keeping student well-being and progress at the forefront of our efforts.

Updated March 2026