North Carolina Department of PUBLIC INSTRUCTION

Remote Instruction Plan - SL 2021-130

Start of Block: Introduction and PSU Information

Q1 As required by SL 2021-130, PSUs who offer planned remote instruction days are required to submit a remote instruction plan to the NCDPI. Remote instruction plans are to be submitted through the completion of this survey. Only one plan should be submitted per PSU.

SESSION LAW 2021-130 / SENATE BILL 654 AN ACT TO PROVIDE RELIEF TO PUBLIC SCHOOLS IN RESPONSE TO THE CORONAVIRUS DISEASE 2019 (COVID-19) PANDEMIC.

**PART III. PUBLIC SCHOOL UNIT CALENDARS FOR THE 2021-2022 SCHOOL YEAR**
 See the **FULL TEXT of Session Law 2021-130**.

Q2 Enter the following information for the person submitting the Remote Instruction Plan.

First Name	Steve
Last Name	Pond
Work Email Address	107.spond@nhaschools.com
Work Phone Number	919-377-1552
Title/Role	School Principal

Q3 Select your SBE Region and PSU/District.
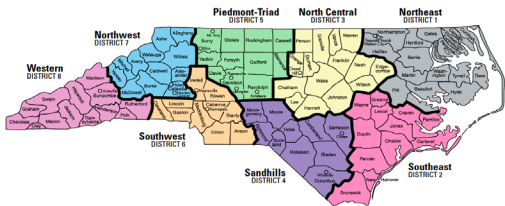
SBE Region – Wake County, North Central
PSU/District – District 3

- Q4 Does your PSU wish to utilize remote instruction days pursuant to SL 2021-130 in the 2021-22 school year?

◯ **Yes**

◯ No

Skip To: End of Survey If Q4 = No

Remote Instruction Plan Worksheet   **1**
Submit your PSU's Plan at 21-22RIPlan, by 5:00 PM on Oct. 1, 2021

End of Block: Introduction and PSU information

Start of Block: 1. Resources for remote instruction

Q5 § 115C-84.3. Remote instruction (d)
(1) Identification of the resources that will be used to facilitate remote instruction.

Q6 Select the virtual conferencing platform(s) that will be used to facilitate remote instruction.   Select all that apply for any grade level. You will indicate grade levels for each selection in the next survey item.

- ☐ Canvas Conferences
- **X   Google Meet**
- ☐ GoToMeeting
- ☐ Microsoft Teams
- ☐ Skype
- ☐ WebEx
- ☐ Zoom
- ☐ None
- ☐ Other (specify)) _____

Carry Forward Selected Choices - Entered Text from "Q6"

Q7 Indicate grade levels for each virtual conferencing platform selection.

	Grade Levels					
	PK	K-2	3-5	6-8	9-13	XG
Canvas Conferences	☐	☐	☐	☐	☐	☐
Google Meet	☐	**X**	**X**	**X**	☐	☐
GoToMeeting	☐	☐	☐	☐	☐	☐
Microsoft Teams	☐	☐	☐	☐	☐	☐
Skype	☐	☐	☐	☐	☐	☐
WebEx	☐	☐	☐	☐	☐	☐

Zoom	☐	☐	☐	☐	☐	☐
None	☐	☐	☐	☐	☐	☐
Other (specify)	☐	☐	☐	☐	☐	☐

Q8 Which learning management system(s) (LMS) will your PSU provide to facilitate remote instruction? Select all that apply for any grade levels. You will indicate grade levels for each selection in the next survey item.

☐	Apple Classroom			
☐	Blackboard	☐	Moodle	
☐	Canvas	☐	Powerschool Learning	
☐	Classworks	☐	Schoology	
☐	Edmentum	☐	SeeSaw	
☐	Edmodo	☐	None	
X	**Google Classroom**	☐	Other (please specify)	
☐	Haiku		_____	
☐	Microsoft Teams			

Q9 Indicate grade levels for each learning management system (LMS) selection.

Grade Levels

	PK	K-2	3-5	6-8	9-13	XG
Apple Classroom	☐	☐	☐	☐	☐	☐
Blackboard	☐	☐	☐	☐	☐	☐
Canvas	☐	☐	☐	☐	☐	☐
Classworks	☐	☐	☐	☐	☐	☐

Edmentum	☐	☐	☐	☐	☐	☐
Edmodo	☐	☐	☐	☐	☐	☐
Google Classroom	☐	**X**	**X**	**X**	☐	☐
Haiku	☐	☐	☐	☐	☐	☐
Microsoft Teams	☐	☐	☐	☐	☐	☐
Moodle	☐	☐	☐	☐	☐	☐
Powerschool Learning	☐	☐	☐	☐	☐	☐
Schoology	☐	☐	☐	☐	☐	☐
SeeSaw	☐	☐	☐	☐	☐	☐
None	☐	☐	☐	☐	☐	☐
Other (please specify)	☐	☐	☐	☐	☐	☐ `

Q10 Other than the learning management system(s) and virtual conferencing platform(s) identified in previous survey items, select all online resources that your PSU plans to utilize for remote instruction.

- ☐ ABC Mouse
- ☐ Achieve3000
- ☐ Accelerated Reader
- **X AimsWeb Plus**
- ☐ American Book Company
- ☐ ApexLearning
- ☐ Bozeman Science
- ☐ BrainPop
- ☐ CK-12
- ☐ Classworks
- ☐ Commonlit
- ☐ Desmos
- ☐ Discovery Education Streaming
- ☐ Discovery Education Techbooks
- **X DreamBox (Math)**
- ☐ EverFi
- ☐ Edgenuity
- ☐ Edmentum Courseware
- ☐ Edmentum Exact Path
- ☐ Edmentum Study Island
- ☐ Edmentum EdOptions Academy
- ☐ Edmentum Reading Eggs
- ☐ Edmentum Calvert

- Learning (PBL)
- ☐ Edmentum Base Education (SEL)
- **X EPIC Academy**
- ☐ Fastbridge
- ☐ Flocabulary
- ☐ Freckle
- ☐ Geogebra
- ☐ #GoOpenNC
- ☐ Imagine Language
- ☐ Imagine Literacy
- ☐ Imagine Math
- ☐ i-Ready
- ☐ IStation
- ☐ iXL
- **X Khan Academy**
- ☐ Learning.com
- ☐ LetterLand
- **X Lexia Learning**
- **X mClass**
- ☐ Mastery Connect
- ☐ Math Seeds
- ☐ MobyMax
- ☐ NCWiseOwl
- ☐ Nearpod
- ☐ News2You
- ☐ Newsela
- **X NWEA MAP**
- ☐ PBS NC Learning Media
- ☐ Peardeck

- ☐ PebbleGo
- **X Prodigy**
- ☐ RAZ Kids
- ☐ Reading A-Z
- ☐ Renaissance STAR Reading
- ☐ Renaissance STAR Math
- ☐ Renaissance Learning/ STAR
- ☐ SeeSaw
- **X Schoolnet**
- ☐ Streamable Learning
- ☐ SuccessMaker Reading
- ☐ SuccessMaker Math
- ☐ SuccessMaker Reading
- ☐ Ted Ed
- ☐ Tools 4 NC Teachers
- ☐ Unique Learning System
- ☐ Other (please specify)

  _____

- ☐ Other (please specify)

  _____

- ☐ Other (please specify)

  _____

Q11 Select all offline resources your PSU plans to utilize for remote instruction.

- ☐ Accessing Math Concepts
- ☐ Adopted textbook resources
- ☐ Apex
- **X Bridges Math**
- ☐ CENGAGE workbooks
- ☐ District designed learning packets
- ☐ Edmentum Printables
- ☐ Eureka Math N Synch
- ☐ Fountas Pinelli leveled literacy resources

- ☐ Freckle printables
- ☐ Fundations
- ☐ Geodes
- ☐ LetterLand Student Resources
- **X Leveled Readers**
- ☐ My Math
- ☐ NCDPI AIG advanced learning labs(printables)
- ☐ Pearson Perspectives
- ☐ Ready Math
- ☐ Ready Toolbox
- ☐ Second Step

- ☐ SPIRE Reading
- ☐ Teacher Created Content
- ☐ Think Up Math printables
- ☐ Schoolnet printed
- ☐ Wit & Wisdom
- **X Other (please specify) _Reading Mastery_____**
- ☐ Other (please specify) _____
- ☐ Other (please specify) _____

End of Block: 1. Resources for remote instruction

Start of Block: 2. Communication and training

Q12 § 115C-84.3. Remote instruction (d)
(2) Communication with and training opportunities for teachers, administrators, instructional support staff, parents, and students on how to access and effectively use remote instruction resources, including regular opportunities for students to use those resources during non remote instructional days to ensure student success during remote instruction.

Q13 How will your PSU communicate remote instruction plans to staff? Select all that apply.

	Administrators	Teachers	Instructional Support
Automated call to staff	☐	☐	☐
Email	X	X	X
Newsletters	☐	☐	☐
Staff intranet/website	☐	☐	☐
Staff meetings	X	X	X
Other (specify)	☐	☐	☐

Q14 How will your PSU communicate remote instruction plans to families? Select all that apply.

	Parents/Guardians	Students
Automated call to families	X	X
Email	X	X
Handbook	☐	☐
Individual phone calls	☐	☐
In-person instruction	X	X
Learning management system (LMS) communication	☐	☐
Meetings	☐	☐
Newsletters	☐	☐
Parent portal	☐	☐
Social media posts	☐	☐
Text messaging service	☐	☐
Website	X	X
Other (specify) (28)	☐	☐

Q15 How will training, related to effective remote instruction practices, be provided to staff? Select all that apply.

	Administrators	Teachers	Instructional Support Staff
Asynchronous self-paced training	☐	☐	☐
Hybrid training	☐	☐	☐
In-person training	**X**	**X**	**X**
Staff intranet/website	☐	☐	☐
Synchronous virtual training	☐	☐	☐
Virtual staff meetings	**X**	**X**	**X**
Other (specify)	☐	☐	☐

Q16 How will your PSU provide training to families on how to access and effectively use remote instruction resources? Select all that apply.

	Parents/Guardians	Students
In-person meeting	☐	☐
Instructional videos	☐	☐
Lessons delivered through learning management system (LMS)	☐	☐
Practice during in-person instruction	☐	**X**
Tutorials/guides	**X**	☐
Virtual meetings	☐	☐
Other (specify)	☐	☐

Q17 Provide any additional information on how you will provide communication with and training opportunities for teachers, admin, instructional support, parents, and students on how to access and effectively use remote instructional resources including regular opportunities for students to use those resources during nonremote instructional days to ensure student success during remote instruction (Optional - No more than 500 characters.)

End of Block: 2. Communication and training

Start of Block: 3. Tracking and reporting attendance during remote instruction

Q18 § 115C-84.3. Remote instruction (d)
(3) Establishment of methods for tracking and reporting attendance during remote instruction, including protocols for determining attendance, the reporting system to be used, and how attendance procedures will be communicated to parents before remote instruction begins.

Q19 Select your PSU's protocols for determining attendance during remote instruction. Select all that apply.

X   Checking-in via two-way communication with appropriate teacher(s) (1)

X   Completing/submitting assignments offline (6)

X   Completing/submitting assignments online (7)

X   Joining synchronous virtual class (8)

☐   Signing-in via a digital attendance collection form (9)

☐   Other (specify) (10) _____

Display This Question:

If Q19 = Completing/submitting assignments offline

Or Q19 = Completing/submitting assignments online

Q20 How many days do students have to turn in assignments after remote instruction days in order to be counted as present on the remote instructional day(s)?

	PK	K-2	3-5	6-8	9-13	XG
1 Day	☐	**X**	**X**	**X**	☐	☐
2 Days	☐	☐	☐	☐	☐	☐
3 Days	☐	☐	☐	☐	☐	☐
4 Days	☐	☐	☐	☐	☐	☐
5 Days	☐	☐	☐	☐	☐	☐
6-10 Days	☐	☐	☐	☐	☐	☐

Q21 What is your PSU's process for validating attendance data monthly? Select all that apply.

☐   District level validation

X   School level validation

☐   Other (specify) _____

Q22 How will remote instruction attendance protocols be communicated to families before remote instruction begins? Select all that apply.

	Parents/Guardians	Students
Automated calls	**X**	**X**
Flyers sent home	☐	☐
Meetings (e.g., open house, parent/guardian meetings)	☐	☐
Social media posts	☐	☐
Student handbooks	☐	☐
Text messaging system	**X**	**X**
Websites (e.g., teacher, school, district/PSU)	☐	☐
Other (specify)	☐	☐

Q23 Reporting system to be used for tracking and reporting attendance during virtual instruction.

X   PowerSchool

☐   Other (specify) _____

Q24 Who will be responsible for entering attendance data into for off-site students?

☐   Data managers

☐   Office personnel

X   Teachers

☐   Other (please explain) _____

End of Block: 3. Tracking and reporting attendance during remote instruction

Start of Block: 4. Staff roles and expectations for remote instructioN

Q25 § 115C-84.3. Remote instruction (d)
(4) Establishment of staff roles and expectations for remote instruction days, including teacher workdays, teacher accessibility, and noncertified staff workdays and responsibilities.

Q26 What are the roles and responsibilities of teachers during remote instruction? Select all that apply.

   X   **Complete administrative tasks as assigned by school administration**

   X   **Complete administrative tasks (e.g., attendance, feedback, communication)**

   X   **Host live synchronous classes via video conference**

   X   **Host small group support sessions via live video conferences**

   X   **Monitor and respond to students' questions via email**

   X   **Monitor and respond to students' questions via learning management system**

   ☐   Other (explain) _____

Q27 What are the roles and responsibilities of non certified staff during remote instruction?

   X   **Attend and assist with live video class sessions with assigned teachers**

   X   **Complete administrative tasks as assigned by assigned teachers**

   X   **Complete administrative tasks as assigned by school administration**

   X   **Host small group support sessions via live video conferences**

   X   **Monitor and respond to students' questions via email**

   X   **Monitor and respond to students' questions via learning management system**

   ☐   Other (explain) _____

   ☐   Other (explain) _____

   ☐   Other (explain) _____

Q28 What will be the requirements for teacher accessibility in a remote instruction environment? Select all that apply.

	During a certain time span of working hours	During all working hours	Outside of working hours
Teachers must be available and respond via email	X	☐	X
Teachers must be available and respond via learning management system	X	☐	☐

Teachers must be available and respond via phone	☐	☐	☐
Teachers must hold office hours via video conferencing platforms	☐	☐	☐
Other (explain)	☐	☐	☐

Q29 Provide any additional details on how the PSU will establish staff roles and expectations for remote instruction days, including teacher workdays, teacher accessibility, and noncertified staff workdays and responsibilities. (Optional - No more than 500 characters.)

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End of Block: 4. Staff roles and expectations for remote instruction

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Start of Block: 5. Learning targets and learning growth

Q30 § 115C-84.3. Remote instruction (d)
(5) Communication of learning targets to students on each remote instruction day and development of measures to ensure that remote instruction time, practice, and application components support learning growth that continues towards mastery of the standard course of study.

Q31 What methods does your PSU plan to have in place to ensure that learning targets support the standard course of study during remote learning days? Select all that apply.

X   Clearly define and post the learning target and/or expected outcome

X   Consider appropriate instructional models based on the learning target/desired outcome

X   Pre-assess student knowledge of the learning target

X   Select appropriate grade-level materials, resources, and/or platform to support the learning target

☐   Other (explain) _____

Q32 How will you communicate learning targets to students on remote learning days? Select all that apply.

X   Designing learning targets in student-friendly language "I can..." and "I know..." statements

☐   Designing learning targets to reflect learning goals

☐   Discussing with students at the beginning of the lesson

- ☐   Informally assessing to monitor student understanding
- ☐   Posting daily for students to see
- ☐   Reviewing with students at the end of the lesson
- ☐   Other (explain) _____

Q33 How does your PSU plan to ensure that teachers provide effective, timely feedback to students to ensure continued student learning growth on the standard course of study during remote instruction?*

Our teachers are monitoring and tracking student progress and engagement. Assignments should be graded and recorded in the gradebook within a week of the assignment being collected. Teachers will provide ongoing feedback to students in order to understand and monitor the individual student mastery of the materials. Teachers can provide feedback through Google Classroom. In addition, Gradebook can be used to allow students and parents to fully understand and monitor the growth and mastery that is taking place. Deans that oversee the grade bands will monitor and provide feedback/support to each instructor on a weekly basis to ensure timely feedback to students. Teachers will use rubrics when appropriate to show students what is expected in their work and to understanding their final grade and how it was calculated.

Q34 How does your PSU plan to ensure that teachers address and improve instruction on remote learning days based on feedback from students, parents, and guardians?*

Deans will continue to provide ongoing training and support for their teachers through regular one-on-one meetings (O3s). The principal meets daily with the dean team to debrief and discuss any concerns. School administration will observe classroom instruction on a regular basis and in order to assure instructional best practices. Deans will also review lesson plans prepared by teachers to ensure they are pacing appropriately to the scope and sequence and to ensure that they are teaching appropriate curricular standards.

End of Block: 5. Learning targets and learning growth

Start of Block: 6. Remote instruction options for limited connectivity

Q35 § 115C-84.3. Remote instruction (d)
(6) Development of remote instruction options appropriate for teachers and students with limited connectivity capability, including the opportunity for students to download remote instruction materials in advance when practicable.

Q36 How will your PSU provide remote instruction options for students with limited connectivity? Select all that apply.

- ☐ PBS North Carolina At-Home Learning
- ☐ PSU will partner with SLNC Adapts grant awardees
- ☐ PSU will provide hotspots with data plans for those who lack connectivity
- ☐ PSU will provide LTE-enabled devices with data plans for those who lack connectivity
- ☐ PSU will provide wifi-enabled buses in the community
- ☐ PSU will provide a map of community wifi locations
- ☐ PSU will provide paper based/no-tech options
- ☐ Satellite internet
- ☐ Televised programming: district-created content
- ☐ Televised programming: other
- ☐ Whitespace
- **X Other (explain) __NHA will provide a hot spot for any student in need of internet connectivity**. _____

Q37 How will your PSU provide remote instruction options for teachers with limited connectivity? Select all that apply.

- **X PSU will allow staff to work on campus, if possible, for virtual instruction**
- ☐ PSU will provide a map of community wifi locations
- **X PSU will provide hotspots with data plans for those who lack connectivity**
- ☐ PSU will provide LTE-enabled devices with data plans for those who lack connectivity
- ☐ PSU will provide wifi-enabled buses in the community
- ☐ Other (explain) _____
- ☐ Other (explain) _____

End of Block: 6. Remote instruction options for limited connectivity

Start of Block: 7. Provisions for students with disabilities in remote Instruction

Q38 § 115C-84.3. Remote instruction (d)
(7) Provision of remote instruction for students with disabilities in a manner consistent with each student's individualized education program (IEP), as defined in G.S. 115C-106.3, or section 504 (29 U.S.C. § 794) plan. Remote instruction 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.

Q39 What provisions are provided for students with IEP or 504 plans as defined in G.S. 115C-106.3, or section 504 (29 U.S.C. § 794) plan? How will the PSU ensure that remote instruction supports are 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? Select all that apply.

X   All materials for virtual instruction are vetted/developed to meet accessibility standards.

☐   EC and 504 students are offered individual homework assistance time via video conferencing.

X   EC teachers attend synchronous video conferences with students' regular education teachers and support students with IEP and 504 as needed for virtual instruction.

☐   EC teachers co-teach with regular education teachers on video conferencing lessons.

☐   EC teachers plan virtual instruction lessons with regular education teachers to ensure the needs of students with IEP and 504 are met.

X   Small group support sessions with EC teachers and EC support staff are offered to all IEP and 504 students via video conferencing platform.

X   Students are provided accommodations and/or modifications during virtual instruction in accordance with their IEP/504.

X   Students are provided with adapted educational materials and/or assistive technologies in accordance with their IEP/504.

☐   Students are provided with individual virtual coaching and support by regular education teachers or EC support staff.

☐   Other (explain)_____

Q40 Provide additional information related to how your PSU will help serve students with disabilities during remote instruction. (Optional - No more than 500 characters.)

Students with IEPs and 504s will access the same learning opportunities (print-based and digital) that are offered to general education students. These learning activities and supports will address student needs identified within any IEP, to the extent appropriate. To accomplish this, special education providers will collaborate with general education teachers to ensure provision of accommodations and modifications (when appropriate) that allow students to access learning opportunities.

End of Block: 7. Provisions for students with disabilities in remote Instruction

Start of Block: Annual report

Q41 PART III. PUBLIC SCHOOL UNIT CALENDARS FOR THE 2021-2022 SCHOOL YEAR SECTION 3.(a) Part 2 of Article 8 of Chapter 115C of the General Statutes is amended by adding a new section to read: § 115C-84.3. Remote instruction (e)

The State Board of Education shall report by September 15 annually to the Joint Legislative Education Oversight Committee on the following information related to remote instruction: (1) A copy of each governing board's remote instruction plan. (2) A summary document of the following:

> *a. The number of remote instruction days or hours used by each public school unit in the prior school year.*
>
> *b. Strengths, challenges, and trends noted by the State Board in its review of how governing boards implement remote instruction.*
>
> *c. Any other data deemed by the State Board to be useful to the Joint Legislative Education Oversight Committee in evaluating the use and delivery of remote instruction in emergency circumstances. Public School Units will be asked to provide this information to DPI in order to compile this report each fall.*

Q42 What is the total number of remote instruction days or hours used by your public school unit in the 2020-2021 school year? Numbers only

K-5: 110; 6-8: 112

Q43 Describe the strengths of your Public School Unit's remote instruction from the 2020-21 school year.

Peak Charter Academy's 2020-2021 Remote Instruction Plan was created in partnership with the school's administration, the Directors of School Quality, and the school's EMO, National Heritage Academies. To simplify the number of technology tools teachers, students, and families needed to learn during remote instruction, the school provided one base platform for student support (Google Classroom). Within Google Classroom, individual instructors had the opportunity to post videos, hold Google meetings, etc. in order to meet the needs of their students. Students submitted their work directly within their Google Classroom. Learning enhancement opportunities included the use of iReady, DreamBox, and Khan Academy. These were systems previously used in classrooms that teachers and students were already aware of how to use.

Peak Charter Academy students performed well above those at schools in Wake County (in which Peak is located) and across the state. The Evaluation of 2020-21 performance data by SchoolDigger ranked Peak the 6th best district in NC, the 32nd best elementary school, and the 23rd best middle school.

Every student lesson within each content area contained an "I can" statement and lesson objective assigned to it. These statements and objectives were made available at the beginning of the lesson. The "I can" statement explained what the student should be able to accomplish after the lesson was complete. This provides students the opportunity to gauge their understanding of the materials. Additionally, each lesson included an approximation of the time it should take to complete, sample problems/product, and a problem(s)/product for student completion.

To assist families with technological support, families were given the contact telephone number and email for the school's LTS. Additionally, the school's management partner National Heritage Academies supported each individual school with a 1-800 hotline number for technology support.

Q44 Describe the challenges faced by your Public School Unit during remote instruction from the 2020-21 school year.

Peak Charter Academy faced the challenge of implementing our initial remote platform during the 2020-21 school year. This process included the need to develop policies and practices to support student learning on-line, count student attendance, train staff members to implement the process, and teach students and families how to access and interact within the remote framework.

While this process was challenging, it now allows the school the opportunity to leverage our learning and move forward with remote instruction for the upcoming year with a working model, communication plans, and the physical and virtual tools to implement the design.

End of Block: Annual report

Start of Block: Additional information and acknowledgement - SL 2021-130

Q45 Provide any additional information you would like to share with the NCDPI regarding the PSU's remote instruction plan. (Optional - No more than 1000 characters.)

Q46 Acknowledgement

X   As the PSU representative, I acknowledge the requirements of remote instruction per SL 2021-130 and submit the information in this form as the PSU's 2021-22 Remote Instruction Plan. (4)

End of Block: Additional information and acknowledgement - SL 2021-130