

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.

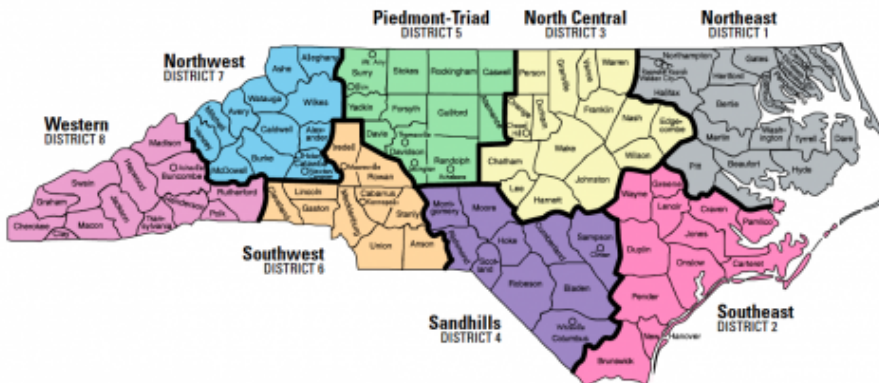
PART III. PUBLIC SCHOOL UNIT CALENDARS FOR THE 2021-2022 SCHOOL YEAR

See the [FULL TEXT of Session Law 2021-130](#).

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

First Name	<input type="text" value="Rudy"/>
Last Name	<input type="text" value="Swofford"/>
Work Email Address	<input type="text" value="98.rswofford@nhaschools.com"/>
Work Phone Number	<input type="text" value="3366431974"/>
Title/Role	<input type="text" value="Principal"/>

Q3. Select your SBE Region and PSU/District.



SBE Region

PSU/District

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

Yes

No

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

Google Meet

GoToMeeting

Microsoft Teams

Skype

WebEx

Zoom

None

Other (specify)

Q7. Indicate grade levels for each virtual conferencing platform selection.

	Grade Levels					
	PK	K-2	3-5	6-8	9-13	XG
Google Meet	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Canvas

Classworks

Edmentum

Edmodo

Google Classroom

Haiku

Microsoft Teams

Moodle

Powerschool Learning

Schoology

SeeSaw

None

Other (please specify)

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

	Grade Levels					
	PK	K-2	3-5	6-8	9-13	XG
Google Classroom	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

- | | | |
|--|--|---|
| <input type="checkbox"/> ABC Mouse | <input type="checkbox"/> EPIC Academy | <input type="checkbox"/> Newsela |
| <input type="checkbox"/> Achieve3000 | <input type="checkbox"/> Fastbridge | <input checked="" type="checkbox"/> NWEA MAP |
| <input type="checkbox"/> Accelerated Reader | <input type="checkbox"/> Flocabulary | <input type="checkbox"/> PBS NC Learning Media |
| <input checked="" type="checkbox"/> AimsWeb Plus | <input type="checkbox"/> Freckle | <input type="checkbox"/> Peardeck |
| <input type="checkbox"/> American Book Company | <input type="checkbox"/> Geogebra | <input type="checkbox"/> PebbleGo |
| <input type="checkbox"/> ApexLearning | <input type="checkbox"/> #GoOpenNC | <input type="checkbox"/> Prodigy |
| <input type="checkbox"/> Bozeman Science | <input type="checkbox"/> Imagine Language | <input type="checkbox"/> RAZ Kids |
| <input type="checkbox"/> BrainPop | <input type="checkbox"/> Imagine Literacy | <input type="checkbox"/> Reading A-Z |
| <input type="checkbox"/> CK-12 | <input type="checkbox"/> Imagine Math | <input type="checkbox"/> Renaissance STAR Reading |
| <input type="checkbox"/> Classworks | <input type="checkbox"/> i-Ready | <input type="checkbox"/> Renaissance STAR Math |
| <input type="checkbox"/> Commonlit | <input type="checkbox"/> IStation | <input type="checkbox"/> Renaissance Learning / STAR |
| <input type="checkbox"/> Desmos | <input checked="" type="checkbox"/> iXL | <input type="checkbox"/> SeeSaw |
| <input type="checkbox"/> Discovery Education Streaming | <input type="checkbox"/> Khan Academy | <input type="checkbox"/> Schoolnet |
| <input type="checkbox"/> Discovery Education Techbooks | <input type="checkbox"/> Learning.com | <input type="checkbox"/> Streamable Learning |
| <input checked="" type="checkbox"/> DreamBox (Math) | <input type="checkbox"/> LetterLand | <input type="checkbox"/> SuccessMaker Reading |
| <input type="checkbox"/> EverFi | <input checked="" type="checkbox"/> Lexia Learning | <input type="checkbox"/> SuccessMaker Math |
| <input type="checkbox"/> Edgenuity | <input checked="" type="checkbox"/> mClass | <input type="checkbox"/> SuccessMaker Reading |
| <input type="checkbox"/> Edmentum Courseware | <input type="checkbox"/> Mastery Connect | <input type="checkbox"/> Ted Ed |
| <input type="checkbox"/> Edmentum Exact Path | <input type="checkbox"/> Math Seeds | <input type="checkbox"/> Tools 4 NC Teachers |
| <input type="checkbox"/> Edmentum Study Island | <input type="checkbox"/> MobyMax | <input type="checkbox"/> Unique Learning System |
| <input type="checkbox"/> Edmentum EdOptions Academy | <input type="checkbox"/> NCWiseOwl | <input type="checkbox"/> Other (please specify)
<input type="text"/> |
| <input type="checkbox"/> Edmentum Reading Eggs | <input type="checkbox"/> Nearpod | <input type="checkbox"/> Other (please specify)
<input type="text"/> |
| <input type="checkbox"/> Edmentum Calvert Learning (PBL) | <input type="checkbox"/> News2You | <input type="checkbox"/> Other (please specify)
<input type="text"/> |
| <input type="checkbox"/> Edmentum Base Education (SEL) | | |

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

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

- Foundations
- Geodes
- LetterLand Student Resources
- 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
- Other (please specify) Illustrative Math
- Other (please specify)
- Other (please specify)

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 nonremote 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 Staff
Automated call to staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Email	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Newsletters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff intranet/website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff meetings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Parents/Guardians	Students
Automated call to families	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Email	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Handbook	<input type="checkbox"/>	<input type="checkbox"/>
Individual phone calls	<input type="checkbox"/>	<input type="checkbox"/>
In-person instruction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learning management system (LMS) communication	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Meetings	<input type="checkbox"/>	<input type="checkbox"/>

Newsletters	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Parent portal	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social media posts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Text messaging service	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Website	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Hybrid training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
In-person training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Staff intranet/website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synchronous virtual training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Virtual staff meetings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>
Instructional videos	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Lessons delivered through learning management system (LMS)	<input type="checkbox"/>	<input type="checkbox"/>
Practice during in-person instruction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tutorials/guides	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Virtual meetings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.)

Summerfield Charter Academy on plans to use remote learning when/if situations at the school dictate a move to remote learning for a short amount of time until we can gather back in person. We will utilize if for a grade level or classroom to stop an outbreak of the virus for example. The whole school may use it during calamity days like a snow event. We are prepared to communicate clearly to staff and families when that need arises.

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.

- Checking-in via two-way communication with appropriate teacher(s)
- Completing/submitting assignments offline
- Completing/submitting assignments online
- Joining synchronous virtual class
- Signing-in via a digital attendance collection form
- Other (specify)

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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Days	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-10 Days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- District level validation
- 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Flyers sent home	<input type="checkbox"/>	<input type="checkbox"/>
Meetings (e.g., open house, parent/guardian meetings)	<input type="checkbox"/>	<input type="checkbox"/>
Social media posts	<input type="checkbox"/>	<input type="checkbox"/>
Student handbooks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Text messaging system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Websites (e.g., teacher, school, district/PSU)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- PowerSchool
- Other (specify)

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

- Data managers
- Office personnel
- Teachers
- Other (please explain)

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.

- Complete administrative tasks as assigned by school administration
- Complete administrative tasks (e.g., attendance, feedback, communication)
- Host live synchronous classes via video conference
- Host small group support sessions via live video conferences
- Monitor and respond to students' questions via email
- Monitor and respond to students' questions via learning management system
- Other (explain)

Q27. What are the roles and responsibilities of noncertified staff during remote instruction?

- Attend and assist with live video class sessions with assigned teachers
- Complete administrative tasks as assigned by assigned teachers
- Complete administrative tasks as assigned by school administration
- Host small group support sessions via live video conferences
- Monitor and respond to students' questions via email
- 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teachers must be available and respond via learning management system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teachers must be available and respond via phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers must hold office hours via video conferencing platforms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (explain)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.)

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.

- Clearly define and post the learning target and/or expected outcome
- Consider appropriate instructional models based on the learning target/desired outcome
- Pre-assess student knowledge of the learning target

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.

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 to provide effective, timely feedback to students to ensure continued student learning growth on the standard course of study during remote instruction?*

We will monitor lesson plans, do virtual observations, and have one on one meetings with teaching staff to monitor progress.

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?*

We will monitor lesson plans, do virtual observations, and have one on one meetings with teaching staff to monitor progress.

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
- Other (explain)

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

- PSU will allow staff to work on campus, if possible, for virtual instruction
- PSU will provide a map of community wifi locations
- 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)

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.

- 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.
- 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.
- Small group support sessions with EC teachers and EC support staff are offered to all IEP and 504 students via video conferencing platform.
- Students are provided accommodations and/or modifications during virtual instruction in accordance with their IEP/504.
-

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.)

EC teachers provide direct support through small group lessons and one on one lessons per the IEP instructions.

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?

50

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

Focus on diverse delivery of instruction by using a small group structure along with direct instruction.

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

Missing students from instruction. Work not being completed by students. A drop in engagement using the online environment.

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

- 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.