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

REMOTE INSTRUCTION PLAN

Pursuant to SB704 (SL2020-3) and SBE policy <u>SPLN-006</u>, 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	700
Superintendent/Director	Dr. Catherine Edmonds
Remote Instruction Plan Coordinator	Name: Dr. Amy Jo Spencer Title: Chief Academic Officer Email Address: aspencer@ecpps.k12.nc.us Phone Number: 252.335.2981
Team Members Responsible for Remote Instruction Plan	Amber Godfrey (Technology), Dr. Holly Glenn (Exceptional Children), Julie Mansfield (ESL), Nina Griffin (AIG), Tammy Sawyer (Communications), Karen Dameron (Licensure), Rhonda James-Davis (HR), Bert Lane (Director of Federal Programs), Dr. Catherine Edmonds (Superintendent), Rachel Haines (Chief Finance Officer), Dr. Amy Jo Spencer (Chief Academic Officer)
Date Submitted to NCDPI*	7.20.2020

*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?

> ECPPS has **consulted** with stakeholders in the following ways:
> - Parent surveys
> - Staff surveys
> - Focus groups
> - District/Community Safety and Security Council to include:
>   - Police Chief
>   - Sheriff

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- DHHS
- School leaders
- School staff
- Fire Chief
- Emergency Management
- District staff
- Board of Education representative
- Re-entry Task Force Subcommittees:
  - Human Resources Accountability
  - Auxiliary Services
  - Communications
  - Community/Parents
  - Exceptional Children
  - Health and Safety
  - Teaching and Learning/Professional Development
  - Technology
  - Budget
  - Administrators
  - Testing and Accountability

(These subcommittees meet weekly and then the head of each subcommittee shares out at the Re-entry meeting weekly. The information garnered from these meetings has informed decision making for the remote learning plan as well as the re-entry plan for our district.)

Identified ways to **effectively communicate** to ECPPS stakeholders are as follows:
- A universal communication device to be used by all schools that translates
- Social Media Platforms (Facebook, Twitter, Instagram)
- District Remote Learning Webpage
- Blackboard Connects (translates)
- Local District Television Station
- Principal Professional Learning Community (PLC)
- Teacher of the Year Advisory Council (NEW 2020-21)
- ECPPS Education Foundation
- Pasquotank Minister's Council
- District/Community Safety and Security Council
- Mailings
- Parent Center Resources to include:
  - Tutorial Videos for Parents on Remote Learning Resources
  - Flyers of Information
  - Website Resources

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.

ECPPS determined the professional learning needs of the teachers and staff through surveys and

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focus groups of educators in the district as well as follow-up surveys after professional development.

During emergency remote learning, school level media coordinators provided tutorials and videos for Canvas and digital tools for staff and parents. Additionally, teachers have been provided resources and virtual learning opportunities from the district.

Teachers have been invited to participate in online professional development over the summer sponsored by the district and sponsored by North Carolina Center for the Advancement of Teaching (NCCAT), Friday Institute, and North Carolina Department of Public Instruction (NCDPI). Topics sponsored by the district have covered:
- Canvas Beginning, Intermediate, and Advanced
- Mastery Paths in Canvas
- Balanced Blended Learning
- Problem-Based Learning for Beginners
- Using Chromebooks for Virtual Reality
- Curiosity Cues and STEM for Littles
- F(un)-Flip the Classroom
- Integrating Science, Technology, Engineering, and Math (STEM) and English Language Arts (ELA)

Beginning in August, ECPPS will hold a virtual conference for two days for all staff to learn resources/programs that will help with remote instruction to include:
- Canvas
- Virtual Textbooks
- Edgenuity
- iReady
- Digital Tools
- Science of Reading with Keys to Literacy

Moving forward ECPPS will:

- partner with NCCAT for additional ongoing professional development support;
- create a curated collection of recorded professional development from live sessions and by design to support ongoing learning; and
- provide a staff portal on the district webpage to online professional development sponsored by the district
- ECPPS will provide professional learning opportunities for research-based effective pedagogical practices for virtual/remote learning.

Additionally, the remote learning plan includes schedules for remote learning that provide built-in PD time weekly.
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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.

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Length of Instructional Day: School staff are expected to be at work or online from 8:45-3:45 on remote instructional days. Schools shall deliver, at a minimum, 2 hours of direct interaction with students and 2 hours of asynchronous engagement as part of the instructional day. This timeframe is indicated on the district level schedules.

Teacher Work Day: Teachers who wish to use annual leave on a remote instructional day (designated as an optional teacher workday) must submit their instructional resources for approval to their administrator one week before the scheduled remote instructional day. The content must be sufficient to cover the time designated for direct interaction and asynchronous engagement as described by the district. Teachers will indicate on their lessons and communicate to parents who will be the point of contact for their students while they are on annual leave.

Administrators: Before remote instructional days**, school administrators** will:
- Have a plan to implement for unexpected teacher absences, hardware or software issues, etc.,
- will create and communicate a plan for ensuring meaningful work for classified staff during the remote instructional day.
    - have a plan to identify classified staff who will be designated "mandatory" and "non-mandatory" in the event of a public health crisis, and
    - These plans should include how employees' relative health risk is factored into the designation process. Schools should also consider how a modified workday on remote instructional days could impact classified staff's compensation and provide strategies for mitigating loss of wages for these employees.

On remote learning days**, school administrators** will:
- Manage those working in the building
- Monitor instruction by:
    - Conducting virtual walkthroughs of remote learning
    - Ensuring lessons are standards-based, focused, engaging, best pedagogies for virtual learning, and intentional
    - Providing *constructive* feedback and support on walkthroughs

Instructional Support Personnel:
Guidance counselors can:
- Use the virtual environment to convene groups of students as they would in a face-to-face setting.
- Maintain contacts with students, and when possible, assist with contacts to students who are not regularly attending remote instructional sessions
- Help with scheduling

School social workers can:
- Follow-up with students
- Provide packets to key personnel to give to families
- Provide information to post on website for students
- Conduct visits to support students in remote learning

Instructional coaches will:
- Support collaborative planning in virtual PLCs
- Facilitate professional learning best pedagogies for online/remote learning in virtual PLCs
- Model lessons in the virtual classroom
- Co-teach in the virtual classroom
- Meet with teachers and help them set a goal for remote learning and strategies to work toward those goals
- Conduct virtual classroom observations to look for evidence of working toward individualized remote learning goal

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- Provide support and constructive feedback towards that individualized goal

Technology Specialists will:
- Monitor and be on call for tech support for students and teachers
- Provide support (if needed) in virtual synchronous instruction should create a master schedule of all remote learning activities on the remote learning day
- Help facilitate the process for vetting and curating a list of digital tools to use for online/remote learning.

Related Service providers will:
- determine the provision of appropriate virtual service delivery, based on students' needs and accessibility.
- Provide support for those services

AIG program specialists will:
- provide direct instruction synchronously and asynchronously
- check-in with students weekly
- Collaborate with teachers during PLCs to design lessons that incorporate strategies for AIG learners
- support social/emotional needs, and provide instructional feedback for teachers to ensure DEPs are met during remote instructional days.

Teachers: All instructional staff will follow the schedules provided by the district for instructional time. They will use Canvas to assign instruction and conduct synchronous and asynchronous instruction. Lesson guides that communicate: standards, Instructional goals, activities, strategies will be shared with students and parents for each remote learning day. During times where specialist teachers are not scheduled to work, they will help with small groups (eg. conduct read alouds, lead SEL activities, etc.).

Classified Staff: will implement the plans that have been created by the school administrators.
EX: Non-Certified staff (Bookkeepers, Data Managers, Secretaries) would continue to provide support on remote learning days to include time and attendance tracking and communicating with parents as needed. This could also include making copies or assisting with gathering and packaging other resources.

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?

ECPPS has surveyed families and teachers on their home connectivity at the beginning of the emergency remote learning and at the end. Results from these surveys garnered data that led to the following decisions to help with remote instruction:
- Hotspots (successful in the past for some)
- Park-and-Learn WiFi access points in school parking lots (successful in the past)
- Using Canvas Apps on mobile phones (NEW)
- Flash Drives
- Using Google Offline
- Bus WiFi

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?

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ECPPS has partnered with many community organizations and individuals and who have communicated their desire to continue their support moving forward.

Provided:
Hotspots
School Supplies

The district is in the process of developing a remote learning page on the district website. This page will have:
- School Schedules for Remote Learning in English and Spanish
- Community Partners Information for Parents

ECPPS established and expanded partnerships with community members and organizations during the initial school closure that began in March. The partnerships included, but were not limited to: Food Bank of the Albemarle, ECPPS Education Foundation, ECP Backpack Program (weekend meals for food insecurity), Sunshine Station (WiFi), T-Mobile, Walmart, CVS, Sentara Albemarle Medical Center, and several individual community members. Needs met by these partnerships included: food, technology, support for meal services, school supplies, books. ECPPS will continue our service to students in the community during virtual/remote learning by visiting neighborhoods to deliver food items, books and supplies.

ECPPS paved the way to have WiFi available on each campus so families could access WiFi in a safe setting, from their vehicle... "Park-N-Learn." We also provided, thanks to partnerships, hotspot devices for families who did not have service. ECPPS was also the recipient of four bus hotspots to support WiFi access for students. Meals were available on a regular schedule from the beginning of school closure through July 24th. Educational supplies were also made available, through generous partnerships, for pick up throughout the school closure for 2019-2020. ECPPS will continue our service to students in the community during virtual/remote learning by visiting neighborhoods to deliver food items, books and supplies.

Tammy Sawyer is the school/district designee to lead the coordination of school-community partnerships?

Sunshine Station is a strong partner in supporting virtual/remote learning for ECPPS. The Education Foundation will likely be a partner for this support if needed. T-Mobile donated funds to ECPPS for supplies.

We currently have email communication with many community partners as well as social media following and support. We also have relationships with our community partners and communicate via phone or in person as much as possible. The email communication is already established and provides two-way communication.

The funding sources used for technology are as follows:
- CARES Act Funding
- Local technology dollars
- Community Donations

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Our communication resources include email, text, phone calls, social media, educational access television, website, local media outlets, mailings to families, resources provided with meal service pick-up

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

ECPPS major focus will be research-based best pedagogy for virtual/remote learning to ensure ALL students learn and grow in mastery of standards.

ECPPS has PLCs scheduled weekly for all schools in the remote learning plan. These PLCs can be across the district by grade level and content or by schools. Virtual meetings will also provide the platform for collaboration with community partners and experts in the field.

PLCs will occur using virtual meeting platforms (eg. Google Meet, Zoom, etc.).
Recording meetings will enable those who were unable to attend to be able to view later.
Resources will be provided using Google folders.
The sharing of ideas will be captured using a shared Google Document.

Most importantly, PLCs in remote learning will be structured and lead to support high quality lesson development. These lessons will serve as a concrete representation of learning goals, standards, evidence of learning, etc. for parents, students, stakeholders.

Examples for lesson design as well as resources will be provided by the district/state to guide the professional learning and development of standards based lessons in a shared Google Space.

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?

We are a one to one district with Canvas as our universal district LMS. It is the expectation of the district that teachers and students will use the first 10 days of school to learn the processes and procedures of using Canvas. This will include:
- Professional Development for teachers on research-based best pedagogy for online/remote learning.
- Introduction to Canvas - Student tutorial provided by NCDPI and Instructure
- Practicing how to locate, complete, and submit assignments

Additionally, students will be introduced to the Canvas app for mobile phones. Working offline in

Google offline will be modeled and practiced as well in the event students do not have access to the internet at home.

On face-to-face days, students and teachers will practice using Canvas and Google to troubleshoot and build understanding for the expectations.

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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.

Concrete representation of learning goals, skills and strategies (daily plan) - all teachers will be required to share with parents, students, and administrators the learning goals for the students daily. To include:
- Standard
- Learning expectation (eg. "I Can" statements or "Students will be able to…"
- Activities for learning to: learn, review, reinforce(suggested choice boards with some required some not)
- Evidence of learning - activities to "show what you know"

These daily plans will be posted in Canvas for students, parents, instructional coaches, and administrators etc. to be able to see. Administrators and instructional coaches will be able to monitor the quality of the remote instruction as well as provide support. These lessons can be created during the virtual PLCs that are scheduled. Needs can be identified and support given during the scheduled professional development opportunities provided in the schedule and on early release days. Additionally, there will be a process in place to evaluate and monitor the remote instruction materials (eg. NC Digital Learning initiative rubric, Digital Tool Evaluation Rubric, etc.).

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.

Schedules and routines for remote learning will ensure that the remote instructional time, practice and application components support the learning growth for ALL students. Click HERE for schedules. Weekly feedback will be required by the district with daily feedback strongly encouraged. This feedback can be done by formally/informally. Schools will have the autonomy to establish the processes for this feedback as long as it adheres to the weekly requirement. Feedback is not always a formal grade. This could be done in the following ways:
- Canvas feedback written and/or video form
- Phone calls
- Virtual Meetings (chat box)
- Virtual Office Hours
- Weekly report card of attendance and missing assignments
- Discussion forums
- Digital feedback using digital tools
- Progression towards mastery of standards (eg. proficient, developing, emerging with a rubric to explain)

For those students without the internet, phone calls will be made to ensure there is timely feedback and effective communication on student progress.

Some examples of formative assessments both virtual/nonvirtual could be:
- Kahoot
- Quizziz

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- Padlet
- 3-2-1 Exit Ticket (digital/offline Google/Paper)
- KWL Chart (digital/offline Google/paper)
- email

For students in grades 3-12, formal assessments in Canvas will automatically populate PowerSchool and parents will be able to access student's progress using the parent portal. For those students without internet access, teachers will make alternative arrangements for the administration and feedback on formal assessments.

Being mindful of those without internet access, lack of support at home, parent's work schedules, etc. deadlines for submission to assignments will be weekly.

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.

Exceptional Children's (EC) teachers will have opportunities to meet in PLCs with general education teachers by school and across the district to share ideas, strategies, goals etc. as well as collaborate and discuss the remote instruction that will be taking place in the general education classroom. This PLC time is built into the instructional day using the schedules designed by the district for all schools. Additionally, each general education teacher will share their virtual meeting links to all EC teachers to make services to students in the general education classroom accessible. The schedules were created by design to ensure ALL students had access to high quality instruction that meets their individual needs. By having a universal, district schedule, EC teachers will also be able to establish times for planning, meetings, and instruction.

A universal documentation form was created to ensure proper documentation of learning goals, strategies, parent communication, etc. Click HERE for the document.

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?

ECPPS will use the guidance provided by NCDPI for keeping attendance.
A student will be counted as present if:
- A student completes their daily assignments, with online or offline
                          AND/OR
- A student has a daily check-in, a two-way communication, with the appropriate teacher(s)
  - In K-5, homeroom teacher
  - In all other grade levels, each course teacher as scheduled
NOTE: A student cannot be considered absent solely due to not logging into an online resource/lesson on a remote learning day

This information will be communicated to all stakeholders in the following ways:

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- It will be posted on our district remote learning webpage
- In our back to school materials
- In our district/school handbooks

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?

ECPPS will have a remote learning webpage that will have the district schedules posted that include the times for live virtual office hours. Additionally, teachers will post their schedules in their Canvas course and provide parents with the times that they have office hours. During these scheduled times, parents will be able to meet with the parents through a virtual meeting and/or phone call. Students will be able to contact teachers via email or phone with a required response time of 24 hours unless it is over the weekend then it would be the next work day.

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

Each school will have a designated technology assistant to respond to both student and staff technical difficulties as tier one support. Each school tech assistant can be reached via a designated school help desk email and Google voice help desk phone number. District technology support staff will serve as tier two support.

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

The English learners in our district are supported by district level teachers as well as general education teachers. With the universal schedules across the district, the ESL teachers will have the opportunity to:
- Meet together and plan with teachers
- Co teach
- Provide pull-out services (during small group time, and/or after whole group)
ESL teachers will facilitate virtual meetings (Google Meet/Zoom), assign activities and lessons through Canvas, communicate learning objectives and goals with students and parents as well as provide weekly feedback.

Every effort will be made for communication from the district, schools, and teachers to be translated into the parent's native language to reduce inequities and support families of students who are learning the English language.

    b. Academically and/or Intellectually Gifted learners

The district has created universal schedules that provide equitable learning for ALL students. These schedules give AIG teachers the opportunity to:
- Plan and collaborate with classroom teachers about strategies to develop and enhance instruction to meet the needs of the AIG learner

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- Scheduled time for the AIG teacher to provide direct instruction for the identified AIG learner
- Opportunities to push into a classroom and co teach/facilitate instruction/support

AIG teachers will facilitate virtual meetings (Google Meet/Zoom), assign activities and lessons through Canvas, communicate learning objectives and goals with students and parents as well as provide weekly feedback.

AIG teachers will collect meaningful data that reflects the students ongoing performance in school, develop remote learning portfolios, and track trends in student assessment data. Using these methods we can continue to identify students who need gifted services, which will implement more equitable practices. We could also develop a rubric that can assist/guide in the identification process. **Students can still be nominated by parents, teachers, themselves or others. Students who are currently on our "watch list" who have not completed or began testing can go through this process.**

The DEP can be revised by including remote learning consultation and classroom support. Expectations for AIG learners and personnel can be communicated through virtual meetings, phone calls, or email. Each students' DEP will continue to be based on their personal need for gifted services.

AIG teachers will provide newsletters, weekly check-ins with students, parents, and teachers, progress reports/updates, and host virtual AIG meetings for students and families as needed.

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

ECPPS District liaisons for the McKinney-Vento students will:

- Follow-up with all McKinney-Vento students that were identified this year to see their current living status, if they have internet access, and if they have a device.
- Use data from follow-ups to meet with teachers during scheduled PLCs/Planning to collaborate and create instruction that would address unique challenges and needs of students
- Provide learning opportunities for teachers and administrators during PLCs on protocols and processes for referrals
- Provide hot spots to those identified McK-V students that move frequently and to those that do not have internet access.
- Provide packets to key personnel to give to families
- Provide information to post on website for students
- Conduct visits to support students in remote learning
- Pay teachers for individual tutoring sessions that can be paid for through the McK-V grant. This would allow them to catch up and to provide extra support to those that are in need.

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?

Being situated in a rural county has presented challenges in broadband connectivity being available to all families and staff. Additionally, we have a large population of families who are economically disadvantaged and cannot afford the internet. Many families connected to the internet through cell phones for assignments. Many students lack transportation to go to a designated Wifi location.

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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.

> - Parents will be provided tips for remote learning that will be accessible on the remote learning webpage and the Parent Center webpage. Parents will know the schedule for students and will support the completion of remote learning assignments.
> - Through a common district schedule as well as individual teacher schedules, students/parents will be encouraged to connect with teachers during designated "office hours" to receive additional support and assistance with assignments.

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

> - Transitions to Kindergarten, middle school, and high school can create anxiety and/or stress for many students. The pandemic has heightened the stress and created unique challenges such as: students not having a tour to the school; no open house, the unknown. To assuage those feelings of stress and anxiety, ECPPS has developed virtual visits to support students and parents transitions to a different grade and/or school.
> - Sending and receiving official documents was a barrier so our district purchased a program to make that process easy for parents. It is electronic and is on our district webpage.
> - CTE has had unique challenges and disappointments as the students in certain pathways were unable to do the face-to-face work to receive credentials. The ECPPS District CTE Director and Coordinator have worked with community partners and the state to have alternatives to the face-to-face work such as simulations.

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