



# DUPLIN COUNTY SCHOOLS

# REMOTE INSTRUCTION PLAN

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# REMOTE INSTRUCTION PLAN

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## PURPOSE

Duplin County Schools Remote Instruction Plan will provide a detailed framework for delivering quality remote instruction to all students, as well as providing guidance to all stakeholders as to the expectations of the remote instruction process. Duplin County Schools is committed to STEAMA (Science, Technology, Engineering, Arts, Mathematics, Agriculture) and providing personalized career pathways for all students by connecting curriculum and communities in face-to-face and remote instruction. Nothing can replace the in-person schooling experience, and we should not expect that remote learning can replicate the traditional day. At the same time, with the possibility of school closures due to emergency situations, we have an obligation to engage each and every student in meaningful and productive learning opportunities through an appropriately structured remote educational program.

The Remote Instruction Plan, as outlined in Session Law 2021-130, should be implemented when schools are unable to open due to severe weather conditions, energy shortages, power failures, or other emergency situations. Public school units may use up to five remote instruction days or 30 remote instruction hours in such cases, counting this time toward the required instructional days or hours for the school calendar.

Copies of this plan can be found on the website ([www.duplinschools.net](http://www.duplinschools.net)) and paper copies are available at each school location.

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## TERMS & ACRONYMS

*\*For the purpose of this document, the following definitions apply:*

**Asynchronous learning** is the idea that students learn the same material at different times and locations. Students will access instructional content such as videos, articles, visuals, etc. via the learning management system or offline with clear instructions, complete tasks to demonstrate learning at various times and submit work for teacher feedback.

**Learning Management Systems (LMS)** are digital platforms that allow teachers to share instructional content, videos, resources, and communications with students and parents. Our LMS also serves as a platform for students to submit work assignments and for teachers to provide feedback on the learning process. Parents are able to join each LMS to observe and monitor student performance and access instructional content. Duplin County Schools utilizes Google Classroom and Canvas.

**Office Hours** are defined as a predetermined set of times that each teacher will be available via email, LMS, video conferencing, phone call, etc. to answer parent/guardian and/or student questions about instructional content, technical issues, etc. Teachers will also use this time to design instruction, provide student feedback, and handle other administrative tasks.

**Professional Learning Committees (PLCs)** are defined as a collaborative approach to professional development in which a small group of educators meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students.

**Remote instruction** is defined as instruction delivered to students that takes place outside of the traditional school setting using various media and formats, including, but not limited to, video conference, telephone conference, print material, online material, and/or learning management systems.

**Student Remote Instruction Days** are days of school that provide remote instruction when circumstances do not allow for students to physically be at school (inclement weather, emergency situations, etc.) or other emergencies.

**Synchronous learning** is when students learn in real-time by participating in live video conferencing or participating in phone conferencing with teachers and classmates.

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## Plan Development & Communication

The Remote Learning Plan provides a detailed framework for delivering quality remote instruction to all students. This plan has been developed based on careful consideration and consultation of all stakeholder groups, the Teacher Advisory Committee for Student Excellence, each school's Improvement Team, each department's administration, as well as student, parent, and teacher survey feedback from previous remote instruction periods.

The Remote Learning Plan will be shared on the district's website and each school's website, along with printed copies available upon request.

### Communication:

During periods of remote instruction, open lines of communication between all stakeholders will be vital. Therefore, to ensure that all stakeholders are well informed and understand the established methods of communication, the district will use the following communication guidelines during remote instruction.

- All district and school-wide information will be shared via the following methods:
  - District and school websites
  - District and School Blackboard Connect Ed phone calls, text messages, mobile app notifications, and/or email.

- District and School letters and/or flyers
- Designated media outlets (*as needed*)
- All district and school-wide information will be provided in Spanish and English.
- Teacher and Parent/Guardian Communication:
  - Teachers will establish and share with all parents/guardians methods for Parent/Teacher communication at the beginning of each school year and/or semester.
  - Teachers will make regular individual contact via email or phone call with parents/guardians and students to check on learning progress and needs. During extended periods of remote instruction in which students do not report to school, teachers will conduct more frequent check-ins.
  - Teachers will maintain a parent/guardian and teacher communication log each year and/or semester.
  - Teachers will provide observation roles in the established LMS in order for parents/guardians to monitor student progress. Parents will also be encouraged to sign up for parent/guardian access to the Student Information System (SIS).
  - Parents/guardians will ensure that teachers have accurate and up-to-date contact information. Teachers must submit updated parent/guardian information to the office staff to ensure that the Student Information System (SIS) is updated.

### **Documentation & Forms:**

Throughout the year, there are various forms and documentation that must be completed and shared with the school and/or district, which includes but is not limited to new student enrollment. The following guidelines will address the procedures for distributing and collecting documentation and forms.

- All documents and/or forms will be available online and available to be picked up at each school location at a designated time. In scenarios in which students are able to report to the school, students will receive documents and/or forms to deliver to the parent/guardian.
- All documents and/or forms may be mailed in or parents/guardians may drop off forms at each school during designated times. In scenarios in which students are able to report to the school, students may return the documents and/or forms to the homeroom teacher.

## Survey of Needs

In an effort to identify the unique needs of each student and staff when it comes to remote instruction, DCS will conduct a student survey and a staff survey. The data from these surveys will help identify areas of need for devices, internet connectivity, and offline learning resources.

[DCS Student Connectivity Survey](#)

[DCS Teacher & Staff Connectivity Survey](#)

At the beginning of each school year, parents will complete the DCS Student Connectivity Survey form in order to provide teachers and the district with specific information on individual student needs for remote instruction. Teachers will ensure that responses are received for all students and entered into the district Google form. Teachers will utilize this information to personalize instruction for students throughout the school year. Teachers will remain in contact with parents to help determine if there are changes in the learning needs of each student.

All teachers and staff will complete the DCS Staff Connectivity Google form in order to provide administration and the district with specific information on his/her internet connectivity and ability to provide remote instruction for students. Administration will ensure that responses are received for all teachers and staff. Teachers and staff will notify administration if there are changes to internet connectivity or the ability to provide remote instruction.

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## Student Devices & Internet Connectivity

Each student will be provided a school-issued device to use at home and at school. Students in grades PreK-2 will be provided an iPad. Students in grades 3-13 will be provided a Chromebook or laptop. Students taking courses that specifically require Windows applications will be provided a compatible device. Based on the availability, students and staff will receive a hotspot as needed and indicated in the DCS Connectivity Surveys.

All school parking lots will be available for internet connections. In partnership with our community, a list of additional local internet access points around the district will be provided to parents and students. Students will also be provided with offline access on devices as well as paper packets. [\(Community Partners Section\)](#)

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## Learning Management Systems

Google Classroom will be the learning management system for grades PreK-5 unless Canvas is determined as the LMS for the grade level by the administration.

Canvas will be the learning management system for grades 6-13.

Teachers, students, and parents will utilize the appropriate LMS system throughout the school year in face-to-face and remote instruction to ensure that all stakeholders are familiar with the system's functionality and instructional practices.

Each LMS will be used to provide instructional content and resources, as well as submission of student work for those with access to devices and internet connectivity.

Each LMS will also provide students with the capability of downloading content to their device for offline use for those with limited to no internet connectivity. Teachers, students, and parents will be provided instructions and support on utilizing offline resources. When possible, students will be provided the opportunity to download resources for offline access before Remote Instruction Days. For extended remote instruction periods, local internet access points will be available for students to download resources for offline use as well as to upload assignments.

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## Offline Learning

Regardless of internet connectivity, all students will be provided with high-quality instruction to meet each student's needs. Students with limited or no internet access, as well as all students in anticipation of other emergency events, will be provided with opportunities to download content to the student device from LMS prior to remote instruction days or will be provided a paper packet and/or additional offline resources or activities when possible. Teachers will provide students with opportunities throughout the school year to practice downloading offline content.

For extended periods of remote instruction in which students are unable to download content or collect paper packets prior to remote instruction, each school will provide a paper packet pick-up time and location, which will be announced via the school website, teacher communication, and Mass Notification calls. Schools will provide a flexible paper packet pick-up schedule to ensure equitable access. Schools will also provide an offline student work drop-off location in order for students to submit work assignments for teacher feedback.

*\*The district will develop guidelines for using a bus delivery system for the distribution of meals and student work (pick-up and drop-off) during extended periods of complete remote instruction based on state guidance and the current conditions. More information and guidance will be provided if the system is deemed safe.*

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## Student Remote Instruction Day

During Remote Instruction Days, all students will be provided with appropriate and meaningful work requirements. Instruction may be provided by the teacher or principal designee. The following are guidelines for Student Instructional Time Spans for students and teachers:

Figure A:

Student Instructional Time Spans	
Grade Level	Maximum Instructional Time Span
Pre - K	90 minutes (average) <i>*Maximum screen time of 30 minutes per day.</i>
K - 2	2 hours (average)
3 - 5	3 hours (average)
6-8	4 hours (average)
9-12	4 hours (average) <i>*Time may vary depending on course load.</i>

*\*Please note, student work pace varies and actual work time may be more or less than the average time indicated. Maximum Instructional Time Span includes a combination of online and offline work. Teachers will be cognizant of online time requirements.*

Teachers will need to work as a PLC group to ensure that all activities for all classes do not exceed the daily time span.

Specific class period times do not apply during Remote Instruction Days. Teachers will notify students and parents/guardians of Google Meet schedules if applicable.

All assignments will be posted on the appropriate LMS by 8:00 am each day.

Assignments may be per lesson or multi-day lessons to deliver the curriculum.

Teachers will provide clear guidance on how assignments should be completed and submitted for both online and offline activities.

Teachers will be available during the office hours that have been clearly shared with students and parents to answer questions via email, phone call, video conferencing, or LMS.

[See Curriculum & Instruction section for additional information about instructional design during remote instruction.](#)

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## Role Expectations For Remote Instruction

*\*During remote instruction, the superintendent or the Board of Education has the flexibility to temporarily reassign roles and responsibilities for staff. The Superintendent or Board of Education will determine teleworking eligibility in accordance with [Policy Code: 7503 Teleworking](#).*

The requirement for staff to report to the school building on remote instruction days will be determined by the Superintendent or Board of Education. On remote instruction days



designated as teacher workdays, staff are expected to be on site or available online from 8:00 a.m. to 4:00 p.m. For other remote instruction days, staff should follow their school administration's guidance, which may allow flexibility in how and when the required workday hours are completed.

- **All Certified Teachers (Including General Ed., ESL, EC, CTE, Resource/Cultural Arts, PE, etc.):**

- Provide meaningful and productive remote learning opportunities that provide a combination of educator-directed learning and student-centered learning to students that align with the NC Standard Course of Study.
- Utilize a Learning Management System (Google Classroom or Canvas) throughout the school year (face-to-face and/or remote) to provide students and parents/guardians with access to instructional resources and materials.
  - K-5 Resource/Elective teachers will develop weekly grade level lessons that will be shared in an LMS for each grade level. Classroom teachers will share the daily Resource/Elective schedule with their students in order for them to access the correct Resource/Elective LMS information for each remote instruction day.
- Maximize student engagement by providing standards-based lessons through real-world applications for learning, project-based learning, STEAMA integrations.
- Ensure learning targets are listed with each lesson, as well as provide students with a daily/weekly pacing and timeline for completion of work.
- Provide frequent feedback on student work and celebrations of progress towards standards mastery.
- **During Remote Instruction for Emergencies:** Teachers will set and maintain remote office hours for a minimum of 2 hours daily at a variety of times throughout the week. Schedules must be shared with the administration.
  - Office hours may be used to:
    - Provide virtual student support
    - Conduct parent/teacher conferences
    - Answer calls/emails/questions from students and/or parents/guardians
    - Teachers (all grade level/content) should communicate with both parents/guardians and students at least weekly.
- Monitor/respond to emails or classroom stream questions within 24 hours (on days when school would be in session).

- Maintain his/her teacher webpage with up-to-date contact information and information on where and how to access the classroom LMS and/or offline learning opportunities.
- During remote instruction days when not working on campus, employees should have access to a phone, check email regularly, and be available to their supervisor.
- Maintain contact with students and families by connecting to them remotely (e.g. instruction, providing guidance, tutoring, parent conferences, etc.). Teachers will be mindful to send announcements, text messages, phone calls, emails, and/or push notifications during the hours of 8:00 am through 8:00 pm.
- Teachers will track and monitor student interaction and performance during remote learning and communicate with families whose students are not engaged and/or report this information to the designated staff.
- Provide feedback on student work in a timely manner and grade student work to document learning progress towards standards mastery
- Participate in virtual staff and IEP meetings
- Plan and design remote learning instruction in weekly PLC meetings
- Collaborate with co-workers in order to maintain alignment, lesson planning, and best practices.
- Participate in online professional development workshop(s) to assist with knowledge needed to enhance online learning and communication
- Maintain communication logs with students and families and email records
- Maintain student data privacy by protecting student usernames and passwords, grades, and student educational records, etc.
- Teacher absence during remote instruction:
  - Teachers must notify the administration for approval via the Professional Growth system and any other methods required by the administration.
  - Teachers must provide students and parents with meaningful and productive remote learning activities that address the NC Standard Course of Study.
  - Teachers must also notify students and parents of the timeframe in which they will be unavailable, and provide them with a point of contact for questions or concerns.
  - Teachers may use accumulated annual leave on remote instruction days that occur on optional teacher workdays, but must be requested 5 days in advance and be approved by administration.

- Other duties as assigned by administration

- **Teacher Assistants:**

- Assist classroom teachers in providing meaningful and productive learning opportunities to students (as directed by the classroom teacher)
- Maintain contact with students and families by connecting to them remotely (e.g. tutoring, instruction, parent conferences, etc.)
- Assist classroom teachers with providing feedback on student work
- Take note of student participation and communicate with families whose students are not engaged and/or report this information to the designated staff
- Monitor/respond to emails within 24 hours (on days when school would be in session)
- During remote instruction days when not working on campus, employees should have access to a phone, check email regularly, and be available to their supervisor.
- Participate in virtual staff meetings
- Participate in online professional development workshop(s) to assist with knowledge needed to enhance online learning and communication
- Assist the teacher with maintaining communication logs with students and families and email
- Other duties as assigned by administration

- **Support Staff (School Social Worker, School Counselor, STEAMA Curriculum Facilitators, Digital Learning & Media Coordinators, School Nurse, etc.):**

- Fulfill job responsibilities as directed by administration or program lead
- Other duties as assigned by administration
- Provide teachers with instructional support to help ensure high-quality differentiated instruction for all students.
- May provide small group instruction and/or support via an LMS and/or video conference/phone conference.
- Monitor/respond to emails within 24 hours (on days when school would be in session)
- During remote instruction days when not working on campus, employees should

have access to a phone, check email regularly, and be available to their supervisor.

- Participate in virtual staff meetings
- Coordinate and/or participate in IEP meetings, as needed.
- May be required to take an online professional development workshop(s) to assist with knowledge needed to enhance online learning and communication
- Document services provided for each student, communication logs with students and families, and email records

- **School Administration:**

- Support teachers in instructional practices for remote learning by:
  - Attending synchronous classrooms meetings
  - Reviewing assignments and student work
  - Conducting remote instruction observations and collecting walkthrough data in LMS classes to assess the quality of remote instruction and materials. Data will be shared with teachers for constructive feedback.
  - Offering support for the growth of teachers in the development of remote instruction.
  - Monitoring staff expectations
- Develop a plan to:
  - Ensure the logistical needs for remote instruction for students are met, such as unexpected teacher absences, online and offline instructional materials, etc.
  - Ensure the management of the physical building, such as the number and expectations of employees reporting on site, oversee any operations that are taking place on-site, etc.
  - Ensure that all Support staff and Classified staff are aware of his/her meaningful duties and responsibilities.
  - Develop a plan for accommodating the individual needs of staff and students as needed.
- Continue to lead virtual staff meetings and PLCs to provide support, encouragement, and constructive feedback, as well as make strong communication lines between all school staff, as needed.
- Develop a process for monitoring student attendance and participation in remote learning to identify at-risk students.
- Serve as LEA representative in IEP meetings

- **Non-Classroom Classified Staff:** *\*contingent upon approval, allowable scope, and in accordance with applicable laws, policies, or legislative requirements*
  - Fulfill job responsibilities as directed by the administration or the program lead
  - Other duties as assigned by the administration
  - Monitor/respond to emails within 24 hours (on days when school would be in session)
  - During remote instruction days when not working on campus, employees should have access to a phone, check email regularly, and be available to their supervisor.
  - Participate in virtual staff meetings
  - May be required to take an online professional development workshop(s) to assist with the knowledge needed to enhance online learning and communication
  - Participate in IEP meetings, as needed.
- **Students:**
  - Do their best in face-to-face and remote instruction.
  - Actively engage in online and offline learning activities assigned by teachers.
  - Work to complete all assignments
  - Ensure that work has been submitted online or offline
  - Ask the teacher(s) for help and support when needed. Students will be mindful to communicate with teacher(s) during the hours of 8:00 am through 8:00 pm.
  - Follow the DCS Code of Conduct and Technology Responsible Use Policy during face-to-face and remote instruction.
- **Parents/Guardians:**
  - Encourage students to do their best in face-to-face and remote instruction.
  - Support and monitor student participation, engagement, and work completion in online and offline learning activities assigned by teachers.
  - Encourage students to complete their assigned work
  - Ensure that student work has been submitted online or offline
  - Communicate questions and/or concerns to teacher(s), related support staff, and/or administration. Parents will be mindful to communicate with teacher(s) during the hours of 8:00 am through 8:00 pm.
  - Ensure that students follow the DCS Code of Conduct

- Ensure that the school has current contact information on file
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## Program Area Expectations

In order to maintain equity among special populations and program areas during times of remote instruction, the following program area expectations are listed below

- **Academically & Intellectually Gifted (AIG) :**

- Students will continue to be identified by the procedures listed in the [DCS AIG Plan](#).
- Third graders will complete a mass universal screening on school campuses. If students are completely remote, an alternative screening method will be offered.
- The AIG Coordinator will provide services to students in face-to-face or remote instruction.
- Teachers will be provided with the [NCDPI Advanced Learning Labs](#) resources to provide extension and acceleration opportunities for AIG students.
- The AIG Coordinator and classroom teachers will provide AIG students with all services listed on the individual Differentiated Education Plan (DEP) during remote instruction.
- An annual review of the DEPs will be conducted and signed by teacher(s) and parents/guardians.
- The Gifted Collaboration Team will continue to meet to evaluate the effectiveness of and plan for comprehensive services delivered to AIG students during remote instruction.
- AIG processes as well as individual student plans, projects, and assignments will be shared through the following methods, but not limited to:
  - Duplin County Schools AIG Website  
(<https://www.duplinschools.net/departments/curriculum-innovation/academically-or-intellectually-gifted>)
  - Finalsite Mass Notification Communication System
  - Annual AIG Parent Night Presentation, which will be held virtually, if needed.
- Communication will also be handled via the grade level LMS as well as student/parent email during remote instruction.

- **Career & Technical Education (CTE):**

DCS recognizes that certain CTE courses are not easily compatible within remote instruction. Program leaders will continue to provide guidance and support to teachers and students on how these courses will be conducted.

- **Child Nutrition:**

The Duplin County Child Nutrition Program provides meals to students according to USDA National School Lunch Program, School Breakfast Program and Summer Food Service Program guidelines and will adhere to any meal service waivers that may be established throughout the school year. Current USDA guidelines for preparing and serving meals to students during the regular school year state that meals must be counted and consumed on the school campus. Should the USDA establish flexibilities (waivers) to any program that could be applied to the remote learning days included in the school calendar, a breakfast meal and lunch meal will be offered to students according to appropriate accountability protocols.

All stakeholders will be notified of meal distribution via the established communication plan.

- **English Learners (ELs):**

- English as a Second Language (ESL) teachers and classroom teachers will provide all services outlined in the Language Instruction Education Program (LIEP) for all EL students.
- ESL teachers will collaborate with classroom teachers in the creation of lessons that are accessible for English Learners (ELs).
- ESL staff will support classroom teachers by modifying assignments and suggesting changes to grading as necessary for ELs who qualify for accommodations.
- ESL teachers will participate in virtual PLC meetings with grade level/content area classroom teachers to help develop remote instruction lesson plans to meet the needs of ELs.
- ESL teachers will be co-teacher in the LMS to support the academic needs of EL students.
- ESL Staff will provide individualized support to ELs who meet specific criteria for each level of identification.
- Detailed information on program guidance can be found on the DCS website (<https://www.duplinschools.net/departments/federal-programs/english-as-a-second-language-esl>).

- ESL teachers will be required to document services they provide to ELs using the Ellevation platform on a weekly or biweekly basis.
- All communication will be provided in English and Spanish.
- The [Remote Instruction Resources](#) web section will include resources tailored for culturally and linguistically diverse students and parents.

- **Homebound Learning:**

- Students on Homebound will access instructional materials and supports in the LMS. General education teachers and EC teachers (if applicable) will hold weekly check-ins with students utilizing Google Meet.
- School-based support teams will meet (face-to-face or virtually) to review information, complete Homebound forms HB 1 and HB 2 for students who would need Homebound services, and monitor the progress of students.
- Individual Education Plan (IEP) teams will continue to meet (face-to-face or virtually) and amend IEPs for students with disabilities that require instruction in the Homebound setting.
- The Homebound Coordinator will work collaboratively with Teachers of Record to coordinate any offline assignment pick-up and delivery, as well as any additional instructional support.
- When students no longer need to be identified as Homebound, school-based support teams will meet to review the information and complete Homebound forms HB 3 and HB 4. The student will then be allowed to return to school following the school's schedule.
- When students with disabilities no longer need to be identified as Homebound, the IEP team will meet to review the information and amend the IEP. The student will be allowed to return to school following the school's schedule as dictated by the IEP.

- **Students Qualifying as McKinney-Vento (MV):**

- Each school's social worker will continue to support and provide services to MV students.
- Students qualifying for MV services will have access to certified teachers and/or outside agencies to provide tutorial services online or at a designated safe location.
- Students qualifying for MV services will have access to a device to enable them to access educational apps and other resources. Students with limited internet



connectivity will have offline learning packets provided via pick-up and/or delivered upon request.

- Students will have access to support staff that has received Trauma-Informed training, as well as other training concerning mental health. Students may be referred to outside mental health agencies and may utilize telemedicine and video conferencing as needed.
- School social workers will make every allowable effort to maintain contact with MV students.
- Continue to inform MV families of community activities relevant to their needs and ensure families are receiving meals from the meal distributions.

- **Multi-tiered System of Support (MTSS):**

- All schools are to collect baseline data from a universal screener tool and school-based remote assessments.
- Data from a universal screener tool will determine student needs and interventions necessary to meet those needs.
- Interventions will be provided in small groups or individually as needed in either a face-to-face or remote setting.
- Multi-tiered Systems of Support (MTSS) teams and PLCs will meet monthly or when needed, to analyze the progress monitoring data, and to assign more intensive interventions as needed.
- Teachers are provided an Intervention Matrix on the district's website.
- The IABS team at each school will provide support to the classroom teachers and interventionists in utilizing the resources on the Intervention Matrix.

- **Students with Disabilities (SWD):**

Students with disabilities are entitled to receive a Free and Appropriate Public Education (FAPE) with their non-disabled peers to the maximum extent possible. Students meeting criteria of a disabling condition(s) that requires specially designed instruction (SDI) to access the general curriculum as a result of the disability could qualify to receive services through the Exceptional Children's Program.

Students meeting criteria of a disabling condition(s), but do not require SDI to access the general curriculum as a result of the disability could qualify for support under Section 504.

### **Exceptional Children (EC):**

- Individualized Education Plan (IEP) teams will continue to meet to conduct Referrals, Annual Reviews, and 3-year Re-evaluations.
- Evaluations from initial referrals and re-evaluations will be conducted within the guidelines.
- IEP teams will continue to create IEPs for students to ensure they receive FAPE.
- All teachers (EC and General Education) will follow the IEP and continue to monitor students to ensure goals are being met and that students are progressing towards grade level standards.
- EC teachers will provide SDI in small groups and/or on an individual basis using phone conferencing and/or video conferencing.
- Related service providers (Speech/Language Therapy, Occupational Therapy, Physical Therapy, Audiology, etc.) will provide SDI in small groups and/or on an individual basis using phone conferencing and/or video conferencing, or by training teachers to provide support in meeting the needs of students.
- EC teachers and related service providers will maintain a contact/service log.

### **Section 504:**

- 504 teams will continue to conduct Referrals and Annual Reviews of plans to ensure the provision of FAPE.
- 504 teams will document how the plan will be carried out.
- All teachers will follow the Section 504 plan for each student to ensure FAPE.

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## **Resources**

In order to support all stakeholders during the time of remote instruction, a Digital Learning Resources web section will be available. This web section will provide stakeholders with tutorial guides and videos, a comprehensive list of online digital content resources by grade levels provided by the district, as well as support options for technical and instructional support.

Teachers and students will use these online digital resources to support student learning throughout the school year, both face-to-face and during remote instruction to ensure that students and families are familiar with the resources.

Visit <https://www.duplinschools.net/departments/digital-learning-media/digital-resources> to access the Remote Instruction Resources web page. Links to this web page can also be found on

all schools' and the district's site. Paper copies of the list of resources are also available upon request at each school. Online digital resources will be updated on a continual basis.

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## Support & Professional Development

To ensure that support and training resources are available to all stakeholders, a Remote Instruction Resources web section is available on the DCS website ([www.duplinschools.net](http://www.duplinschools.net)) that will provide training opportunities for students, parents/guardians, and teachers. The sections below outline the support and training resources that will be available.

- **Students:**

- Students will be provided the opportunity to practice the use of all online and offline digital resources when in face-to-face instruction to ensure that they are familiar and able to use the resources during remote instruction.
- Students will have access to How-To-Guides and/or video tutorials to support the use of the LMS, the instructional resources, and communication tools.
- Students will be provided a resource login document that will outline the resources that are available and recommended for instruction, as well as login information.
- Students will have access to instructional support through communication with teachers through predetermined methods of communication, or via the instructional support options ([Instructional Support](#)).
- Students will have access to technical support through communication with teachers through predetermined methods of communication, an online technical support system, or the technical support call center ([Technical Support](#)).

- **Parents or Guardians:**

- Parents will have access to How-To-Guides and/or video tutorials to support the use of the LMS, the instructional resources, and communication tools.
- Parents will have access to instructional support through communication with teachers through predetermined methods of communication or via the instructional support options ([Instructional Support](#)).
- Parents will have access to technical support through communication with teachers through predetermined methods of communication, an online technical support system, or the technical support call center ([Technical Support](#)).
- All support guides and videos will be provided in English and Spanish.

- **Teachers:**

Teachers will be provided with a large variety of resources to support remote instruction that will be located on the [DCS Teacher Instructional Resources site](#).

Professional Development needs will be determined by administration walkthrough data, teacher requests, and other data.

- Teachers will have access to How-To-Guides and/or video tutorials to support the use of the LMS, the instructional resources, and communication tools.
- Teachers are encouraged to complete professional development in the area of Digital Learning to support remote instruction.
- Teachers will have access to online, self-paced micro-credentials that will provide professional development in the areas of remote instruction and digital learning. These professional development opportunities can be found on the [DCS Online Professional Development site](#).
- Teachers will participate in virtual webinars, face-to-face, and/or online professional development on providing remote instruction that is made available by the school, district, and/or the state.
- Digital Learning and Media Coordinators, STEAMA Curriculum Facilitators, and STEAMA Digital Teaching & Learning Specialists will provide support to teachers in the development of remote instruction.

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## **Community Partners**

Community partners play a critical role in supporting our students, parents, and teachers every year. DCS appreciates the continued support of these community partners and looks forward to developing new community partners. As the list of community partners expands, we will continue to provide an updated list on the DCS website ([www.duplinschools.net/parents/community-services](http://www.duplinschools.net/parents/community-services)).

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## Curriculum & Instruction

To support the effective design and delivery of remote instruction, teachers and support staff will need to continue to actively participate in PLC groups at a minimum of once a week, and maintain an attendance log and minutes of meetings. When working as a PLC group, teachers need to be reflective of the seven instructional design principles:

1. Instructional Time
2. Connection to Families & Students
3. Student Engagement Aligned to Standards
4. Equity, Choice, & Flexibility
5. Feedback on Student Work
6. Collaboration among Students
7. Social & Emotional Learning



In order to provide students and families with a consistent learning experience, students will use the designated LMS. Teachers and students will utilize the LMS consistently in both face-to-face and remote instruction to ensure that all users are familiar with the platform and procedures for receiving lesson content, submitting assignments, and reviewing feedback. Teachers will provide students with opportunities to practice downloading resources for offline use on the student device.

To support student learning, teachers will design lessons that provide students with the instructional time, practice, and application to demonstrate learning.

- **Learning Targets:**

Teachers will provide students with clear learning targets for each lesson.

Learning targets will be presented in student-friendly language such as “I can...” and/or “I know...” statements, and will be posted daily in the LMS for students and parents to see. Learning Targets will be clearly provided for offline learning activities.

Learning targets will be reflective of the NC Standards being addressed, and should be able to be accomplished in a few days at most.

Teachers will provide students and parents with a daily task/checklist to guide the completion of assignments in order to achieve the learning targets. All daily assignments should not exceed the guidelines for Maximum Instruction Time Spans.

- **Instructional Design:**

Students will be provided with high-quality, personalized lessons to demonstrate their understanding and mastery of the standards addressed in the learning targets.

Teachers will use instructional design models that provide students with either gradual release or inquiry-based STEAMA learning opportunities.

These lessons will encourage student engagement, interaction, and collaboration with opportunities for student-guided learning and independent practice.

Teachers may present these opportunities as teacher-led, self-paced, choice menus, project-based learning, or paper and pencil.

Teachers recognize that students need a variety of learning opportunities in order to keep students engaged and reach higher-order thinking skills. Therefore, teachers will provide students with offline learning opportunities regardless of Internet access.

Remote instruction activities may be conducted:

- Asynchronous - Students are presented with instructional content at different times. The teacher may present content in a variety of formats, such as video, articles, stories, visuals, diagrams, etc. via the LMS or offline learning activities.
- Synchronous - Students learn in real-time by participating in live video conferencing/ phone conferencing with teachers and classmates. Teachers will provide a schedule of whole group synchronous learning opportunities, and provide advanced notice of at least 24 hours for small group synchronous learning opportunities. Teachers, students, and parents/guardians will only use Google Meet in order to conduct video or join-by-phone conferencing for synchronous learning opportunities through the appropriate LMS. Teachers and students must use their district Google account. Synchronous instruction may occur with the whole class or small groups of students. Students unable to attend a synchronous learning opportunity will not be penalized, and teachers will ensure that content is also available in an asynchronous format.

Regardless of the format, teachers will design lessons that provide high-quality personalized learning opportunities to meet the unique needs of each student and promote critical thinking. Teachers will provide differentiated, scaffolding support materials and interventions for those students that may need additional support, as well as enrichment opportunities for students that are ready to be challenged. General

education teachers will continue to work closely with School Counselors, School Social Workers, AIG, EC, and ESL staff to ensure the needs of all students are being met.

When designing instruction, teachers will adhere to the guidelines for Student Instructional Time Spans as outlined in the Student Remote Instruction Day section. Teachers will need to work as a PLC group to ensure that all activities for all classes do not exceed the daily time span.

**Figure A:**

<b>Student Instructional Time Spans</b>	
<b>Grade Level</b>	<b>Maximum Instructional Time Span</b>
Pre - K	90 minutes (average) <i>*Maximum screen time of 30 minutes per day.</i>
K - 2	2 hours (average)
3 - 5	3 hours (average)
6-8	4 hours (average)
9-12	4 hours (average) <i>*Time may be more depending on course load.</i>

Teachers will also consider the recommended length of sustained attention for the various grade spans and design activities with these recommendations in mind. Teachers will also be cognizant of the amount of online time requirements, as some students may have limited access to the internet and have to travel to remote hotspot locations.

**Figure C:**

<b>Grade Level</b>	<b>Recommended Length of Sustained Attention</b>
Pre - K	3 -10 minutes
K - 2	5 -15 minutes
3 - 5	10 - 25 minutes
6-8	10 - 30 minutes
9-12	10 - 45 minutes

Teachers will embed engaging strategies, including brain breaks to anchor thinking and learning, throughout the lesson. These engaging strategies will offer opportunities that

vary in complexity to practice social and emotional learning (SEL) skills. Teachers will build a balance of interactive and reflective experiences to meet the needs of all students.

- **Instructional Resources:**

Teachers will use the instructional resources that are listed on the [Remote Instructional Resources web page](#). Teachers may also supplement with additional resources. However, teachers will limit the number of digital tools and resources used and will ensure that students and parents are familiar with the access and the use of each tool.

- **Standards Mastery:**

Utilizing district pacing guides, teachers will provide instruction based on the NC Standard Course of Study standards for each grade level and subject.

Teachers will conduct formative and summative assessments in order to monitor each child's performance towards mastery of each standard for the subject and grade level.

Teachers will utilize district grading procedures, as well as monitor and track standards performance for each student.

Teachers will provide additional support and/or interventions based on standards mastery performance.

- **Grading:**

Teachers will collect work through established LMS methods or offline drop-off methods.

During remote instruction, students will be accountable for completing work that has been assigned to them. Teachers will assess student work, both formatively and summatively, and will indicate which assignments will be graded.

Teachers will utilize district grading procedures, as well as monitor and track standards performance for each student.

Teachers will provide students and parents/guardians with a timeline for assignment completion, and students are strongly encouraged to meet these timelines. Teachers, parents, and students will work collaboratively to ensure that assignments are being submitted in accordance with the timeline. While teachers will be flexible when establishing the assignment timeline, students will be accountable for turning in assignments within the assignment window. Students who have not submitted work within the timeframe may be subject to a late penalty. Teachers will communicate with parents prior to assigning a penalty for late work. Students will be accountable for any graded assignments not submitted, online or offline, within 5 days of the remote instruction day.



Teachers will provide regular and timely feedback to students and parents/guardians on student work through both offline and online means.

- **High-Quality Instruction:**

In order to ensure that all students are receiving high-quality remote instruction, administration and curriculum support staff will conduct remote instruction observations and collect walkthrough data. Data will be shared with teachers for constructive feedback, and will also be used to determine professional development needs.

- **Social & Emotional Learning (SEL):**

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

In order to foster supportive learning environments and promote SEL in face-to-face and remote instruction, schools, teachers, and school counselors will continue to implement components of sound SEL instruction including, but not limited to:

- Remote instruction PBIS matrix
- Clear classroom procedures for students during remote instruction
- Whole group SEL instruction
- Small group SEL instruction
- One-on-one SEL instruction as needed

- **Career & College Promise:**

In order to continue to support and encourage the Career and College Promise, the district will provide students with access to devices, hotspots as available, and other resources needed to support student learning during remote instruction.

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## Attendance

Attendance during remote instruction will be tracked and monitored by classroom teachers and be reported in the student information system (SIS). A student is considered present for the purposes of daily attendance during a remote instruction day if:

- A student completes their assignments for each remote instruction day, either online or offline, within 5 days of the remote learning day.

OR

- A student has a daily check-in or two-way communication with the appropriate teachers: in grades PreK-8, the homeroom teacher, in grades 9-12, each course teacher as scheduled.

For offline activities, teachers will count attendance once student attendance activities have been submitted ([See Offline Learning](#)). Teachers will reach out and make contact with the parents/guardians of students who are not completing attendance activities.

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## Support

- **Instructional support:**

During periods of remote instruction, students and parents may have questions in regards to instructional content or processes. Please follow the steps below to address instructional issues:

1. If applicable, visit the [Remote Learning Resources](#) web section to review How-To-Guides, and/or tutorial videos.
2. Contact the classroom teacher via established communication methods in order to troubleshoot the issue.
3. If unable to reach or resolve the instructional issue via the teacher, please call the school's main phone line between the hours of 8:00 am to 4:00 pm to speak to a school representative. After school hours, leave a detailed message with your name, your student's name, phone number, and a brief description of the concern.  
*\*Please note that during remote emergency situations, school offices may be closed.*

**Figure D:**

School	Phone Number
B.F. Grady Elementary School	252-568-3487
Beulaville Elementary School	910-298-3171
Chinquapin Elementary School	910-285-3476
Duplin Early College High School	910-296-1136
East Duplin High School	910-298-4535
James Kenan High School	910-293-4218
Kenansville Elementary School	910-296-1647

North Duplin Elementary School	919-658-2931
North Duplin Jr/Sr High School	919-658-3051
Center of Opportunity	910-293-2068
Rose Hill - Magnolia Elementary School	910-289-3667
Wallace Elementary School	910-285-7183
Wallace - Rose Hill High School	910-285-7501
Warsaw Elementary School	910-293-3121

- **Technical Support:**

During periods of remote instruction, students, parents, and teachers may experience technical issues from time to time. Please follow the steps below to address technical issues:

1. Visit the [Remote Instruction Technical Support](#) to review Troubleshooting Tips.
2. Contact the classroom teacher via established communication methods in order to troubleshoot the issue.
3. If unable to resolve the issue with Steps 1 & 2, students and parents may either:
  - Call the Technical Support Help Desk at 910-296-6200 from 7:30 am to 3:00 pm. *\*Please note that during remote emergency situations, school offices may be closed.*

Or

- Submit an online technology support ticket by visiting [https://1to1plus.com/login/Duplin\\_NC](https://1to1plus.com/login/Duplin_NC)