



North Carolina Department of PUBLIC INSTRUCTION

Remote Instruction Plan - SL 2022-74

The purpose of this worksheet is to act as a draft for your Remote Instruction Plan.

Please be sure to input your final responses in the [online submission survey](#).

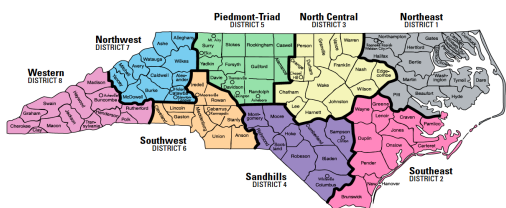
Start of Block: Introduction and PSU Information

Q1 § 115C-84.3. Remote instruction.

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

First Name	Kendra
Last Name	King
Work Email Address	kking9@wcpss.net
Work Phone Number	919-694-8338
Title/Role	Senior Director, Curriculum, Instruction, and Assessment

Q3 Select your SBE Region and PSU/District.



SBE Region
PSU/District

Q4 Our PSU wishes to

- Utilize the 2024-2025 RI Plan for the 2025-2026 School Year for Emergency Closures. (This selection will take you to the end of the survey to be submitted.)
- Create a new RI Plan for the 2025-2026 School Year for Emergency Closures. (This selection will take you through the survey to submit a plan.)
- Not complete an RI Plan for the 2025-2026 School Year for Emergency Closures. (This selection will take you to the end of the survey to be submitted.)

End of Block: Introduction and PSU information

Start of Block: 1. Resources for remote instruction

Q5 § 115C-84.3. Remote instruction (d)

(1) Identification of the resources that will be used to facilitate remote instruction.

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

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

Carry Forward Selected Choices - Entered Text from "Q6"

Q7 Indicate grade levels for each virtual conferencing platform selection.

	Grade Levels					
	PK	K-2	3-5	6-8	9-13	XG
Canvas Conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Google Meet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GoToMeeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Microsoft Teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skype	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WebEx	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zoom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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.

- | | |
|--|---|
| <input type="checkbox"/> Apple Classroom | <input type="checkbox"/> Moodle |
| <input type="checkbox"/> Blackboard | <input type="checkbox"/> Infinite Campus |
| <input type="checkbox"/> Canvas | <input type="checkbox"/> Schoology |
| <input type="checkbox"/> Classworks | <input type="checkbox"/> SeeSaw |
| <input type="checkbox"/> Edmentum | <input type="checkbox"/> None |
| <input type="checkbox"/> Edmodo | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Google Classroom | |
| <input type="checkbox"/> Haiku | |
| <input type="checkbox"/> Microsoft Teams | |

Carry Forward Selected Choices from "Q30"

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

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

Classworks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edmentum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edmodo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Google Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Haiku	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Microsoft Teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moodle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Infinite Campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schoology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SeeSaw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/> ApexLearning | <input type="checkbox"/> Commonlit |
| <input type="checkbox"/> Achieve3000 | <input type="checkbox"/> Bozeman Science | <input type="checkbox"/> Desmos |
| <input type="checkbox"/> Accelerated Reader | <input type="checkbox"/> BrainPop | <input type="checkbox"/> Discovery Education Streaming |
| <input type="checkbox"/> AimsWeb Plus | <input type="checkbox"/> CK-12 | <input type="checkbox"/> Discovery Education |
| <input type="checkbox"/> American Book Company | <input type="checkbox"/> Classworks | |

Techbooks

DreamBox (Math)

EverFi

- Edgenuity
- Edmentum Courseware
- Edmentum Exact Path
- Edmentum Study Island
- Edmentum EdOptions Academy
- Edmentum Reading Eggs
- Edmentum Calvert Learning (PBL)
- Edmentum Base Education (SEL)
- EPIC Academy
- Fastbridge

Flocabulary

Freckle

Geogebra

#GoOpenNC

- Imagine Language
- Imagine Literacy
- Imagine Math
- i-Ready

- IStation

- iXL

Khan Academy

- Learning.com

LetterLand

Lexia Learning

mClass

Mastery Connect

- Math Seeds

- MobyMax

- EBSCO/Britannica

Nearpod

News2You

- Newsela

- NWEA MAP

PBS NC Learning Media

- Peardeck

PebbleGo

- Prodigy

RAZ Kids

Reading A-Z

- Renaissance STAR Reading

Renaissance STAR Math

- Renaissance Learning/STAR

- SeeSaw

Schoolnet

- Streamable Learning
- SuccessMaker Reading

- SuccessMaker Math

- SuccessMaker Reading

- Ted Ed

- Tools 4 NC Teachers

Unique Learning System

Other (please specify)

Welnet, Mackenvia,

Quaver Ed

Other (please specify)

North Carolina Virtual

Public School

Other (please specify)

Renaissance myON LL

Phonics on-line

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) District Procured Curriculum, ELA anchor texts, PreK manipulatives and hands-on instructional materials**
- **Other (please specify) K-12 ECS manipulatives, hands-on instructional materials, assistive technology devices**
- **Other (please specify) K-12 SES District designed learning packets**

End of Block: 1. Resources for remote instruction

Start of Block: 2. Communication and training

Q12 § 115C-84.3. Remote instruction (d)

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

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

	Administrators	Teachers	Instructional Support
Automated call to staff	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Staff meetings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (specify)	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
In-person instruction	<input type="checkbox"/>	<input type="checkbox"/>
Learning management system (LMS) communication	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Meetings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Newsletters	<input type="checkbox"/>	<input type="checkbox"/>
Parent portal	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social media posts	<input type="checkbox"/>	<input type="checkbox"/>
Text messaging service	<input type="checkbox"/>	<input type="checkbox"/>
Website	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) (28) Let's Talk!, Talking	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-person training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff intranet/website	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Synchronous virtual training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virtual staff meetings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (specify)	<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 type="checkbox"/>	<input 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="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.)

WCPSS will provide teachers and staff professional learning in a variety of ways. Survey data will inform some of the professional learning. The District will use internal and external communication infrastructures for ongoing communication and access to resources for staff, students and families.

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

Q18 § 115C-84.3. Remote instruction (d)

(3) Establishment of methods for tracking and reporting attendance during remote instruction, including protocols for determining attendance, the reporting system to be used, and how attendance procedures will be communicated to parents before remote instruction begins.

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

- Checking-in via two-way communication with appropriate teacher(s) (1)**
- Completing/submitting assignments offline (6)**
- Completing/submitting assignments online (7)**
- Joining synchronous virtual class (8)
- Signing-in via a digital attendance collection form (9)
- Other (specify) (10) _____

Display This Question:

If Q19 = Completing/submitting assignments offline

Or Q19 = Completing/submitting assignments online

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

	PK	K-2	3-5	6-8	9-13	XG
1 Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Days	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>
Websites (e.g., teacher, school, district/PSU)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (specify)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

NCSIS

Other (specify) _____

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

Data managers

Office personnel

Teachers

Other (please explain) _____

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

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

Q25 § 115C-84.3. Remote instruction (d)

(4) Establishment of staff roles and expectations for remote instruction days, including teacher workdays, teacher accessibility, and noncertified staff workdays and responsibilities.

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

- 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 non certified 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
<input checked="" type="checkbox"/> Teachers must be available and respond via email	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" 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

Teachers must hold office hours via video conferencing platforms

Other (explain)

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

WCPSS has identified staff roles based upon calendar type when the Remote Instruction will fall. Clear staff expectations will be provided to all stakeholders within the school system for all Remote Instruction Days.

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

Start of Block: 5. Learning targets and learning growth

Q30 § 115C-84.3. Remote instruction (d)

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

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

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

WCPSS teachers will use district recommended digital tools and resources to provide assessments, coupled with meaningful feedback to support learning growth on the standard course of study. Remote Instruction best practices professional learning opportunities have been developed for teachers that includes assessment and feedback.

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?*

To further the vision of WCPSS and promote employee growth, employees are given regular feedback and evaluated yearly according to established timelines and processes. The Performance Management Team in Human Resources assists employees and their supervisors in the evaluation process through providing professional development, guidance, and online resources.

End of Block: 5. Learning targets and learning growth

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

Q35 § 115C-84.3. Remote instruction (d)

(6) Development of remote instruction options appropriate for teachers and students with limited connectivity capability, including the opportunity for students to download remote instruction materials in advance when practicable.

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

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

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

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

Q38 § 115C-84.3. Remote instruction (d)

(7) Provision of remote instruction for students with disabilities in a manner consistent with each student's individualized education program (IEP), as defined in G.S. 115C-106.3, or section 504 (29 U.S.C. § 794) plan. Remote instruction supports shall be considered and included, as appropriate for the student, when an IEP or 504 plan is initially developed or at any subsequent review or revision of an IEP or 504 plan.

Q39 What provisions are provided for students with IEP or 504 plans as defined in G.S. 115C-106.3, or section 504 (29 U.S.C. § 794) plan? How will the PSU ensure that remote instruction supports are considered and included, as appropriate for the student, when an IEP or 504 plan is initially developed or at any subsequent review or revision of an IEP or 504 plan? Select all that apply.

- 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.)

Students with disabilities whether served with an individualized education plan or Section 504 accommodations plan will have equal access to remote instruction provided by WCPSS teachers. Plans for remote learning will include IEP goals or 504 Plans in collaboration with general education teachers and central level staff as needed. Plans for the review of IEPs during the natural occurrence of annual reviews will address individual specifics of a students' needs during remote learning.

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

Start of Block: Annual report

Q41 PART III. PUBLIC SCHOOL UNIT CALENDARS FOR THE 2024-2025 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 2024-25 school year? Numbers only

0

Q43 Describe the strengths of your Public School Unit's remote instruction from the 2024-25 school year.

N/A

Q44 Describe the challenges faced by your Public School Unit during remote instruction from the 2024-25 school year.

N/A

End of Block: Annual report

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

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

Q46 Acknowledgement

- 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 2025-26 Remote Instruction Plan. (4)

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