



New Policy: SPLN-006

Remote Instruction Plans in Response to COVID-19 Crisis

Each public school unit shall develop a Remote Instruction Plan (RI Plan) for the 2020-2021 school year and shall submit its Plan to the State Board no later than July 20, 2020 based on [Session Law 2020-30, Senate Bill 704](#).

The RI Plans will provide a framework for delivering quality remote instruction to all students within the public school unit during the 2020-21 school year. The RI Plans will also provide a foundation for blended learning with flexibility and quality to respond to future COVID-19 disruptions.

Remote Learning Definition:

In NC K-12 public schools, remote learning is defined as learning that takes place outside of the traditional school setting using various media and formats, such as but not limited to: video conference, telephone conference, print material, online material, or Learning Management Systems (LMS).

The Remote Instruction Plan shall include responses for each of the following components:

- (1) 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.
- (2) Training for 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; and identifying 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.
- (3) 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.
- (4) 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.

- (5) 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.
- (6) Developing effective design and delivery of remote instruction lessons within professional learning communities.
- (7) Teaching and practicing opportunities for students on accessing and using remote instruction platforms and methods, including how to locate, complete, and submit assignments; and including regular opportunities for students to use the platforms and methods during non-remote instruction days to ensure student success during remote instruction.
- (8) 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; and including a process for monitoring the quality of remote instruction materials.
- (9) Ensuring that remote instructional time, practice, and application components support learning growth that continues towards mastery of the standard course of study; and including work measurement guidelines appropriate to each grade level, including deadlines for submission of assignments and methods to assess and grade learning during remote instruction.
- (10) Ensuring 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.
- (11) Tracking and reporting 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.
- (12) Providing online and offline contact options for students to communicate with teachers or staff for remote instruction days that are not used as teacher workdays.
- (13) Providing technology support for students experiencing technical difficulties on remote instruction days.

In the RI plans, public school units shall also describe the limitations that exist for implementation of quality remote learning based on each local context.

In the RI Plans, public school units are also encouraged to consider adding information regarding:

- Responding to the needs of other student populations such as English learners, Academically and/or Intellectually Gifted learners and students who have been identified and are served under the McKinney-Vento Act as homeless;
- Providing students and parents/families with remote learning strategies and behaviors to support success; and
- Impact on other existing programs, such as Transition to Kindergarten and Career and College Promise.

The RI Plan will be written following NCDPI guidelines and submitted by July 20, 2020 using the template and process shared with all public school units by June 5, 2020.

In addition, public school units shall submit feedback to NCDPI to support completion of any further reporting requirements so that NCDPI can submit the legislatively required report to the NC General Assembly/Joint Legislative Education Committee by September 15, 2020.

Note: The development of this policy took into consideration feedback provided by Superintendents, Charter School Leaders, Superintendents Remote Learning Taskforce, CAO Advisory Group, CTE Steering Committee and internal NCDPI Directors.