Public Schools of Robeson County
Curriculum Committee

Dr. Linda O. Emanuel
Chairwoman

Dr. Shanita W. Wooten
Superintendent

100 Hargrave Street
Lumberton, North Carolina 28360

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Public Schools of Robeson County
Curriculum/Policy Committee Meeting
Agenda
August 6, 2020
6:00 p.m.

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Dr. Robert Locklear

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➢ Remote Instruction Plan
➢ PSRC CIA Remote Learning Flowchart
➢ K-12 Instructional Pacing Guides

Dr. Darlene Cummings
Stephania Burton
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Steven Sinclair

➢ K-8 Fast Track Initiative
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➢ Renewal of Ready Reading and Mathematics Textbooks and iReady
➢ Access (Technology and Support)
　　○ Hot Spots - Devices; Connectivity
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Lisa Thoman
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Karen Brooks-Floyd

Making All-Remote Work

sufficient internet speed

a device and WIFI access for every child

a learning management system with developed curriculum content

teacher training on virtual instruction
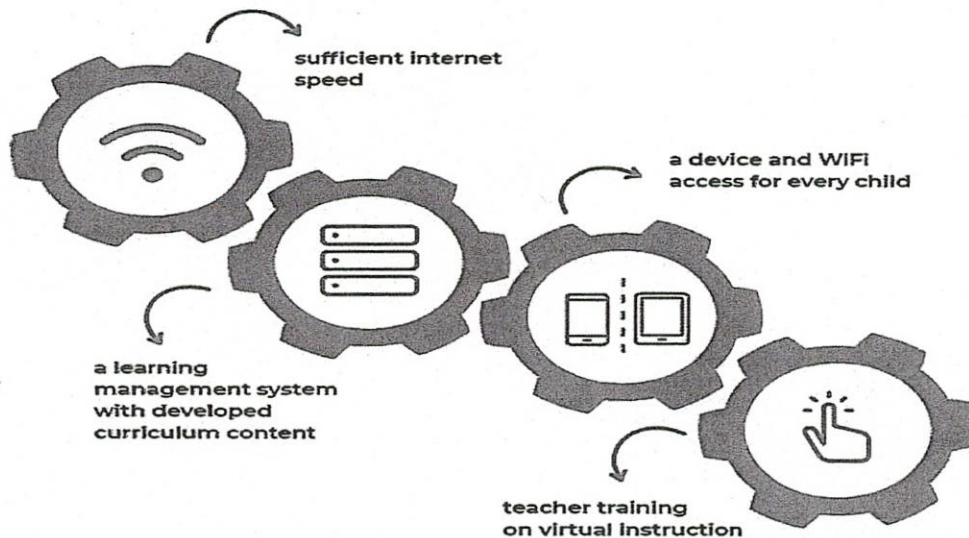
Grading Policy

Jennifer Freeman/Jadell Hawks

PSRC Policy Updates

Mr. William Gentry
Chairman

The *Three Essential Es* of Remote Learning

Efficacy	Engagement	Equity

Remote learning opportunities must be grounded in student efficacy, engagement, and equity. By ensuring that we are embedding the *Three Essential Es* into our remote learning plans, we are ensuring that each and every child in North Carolina has a true shot at learning while our school buildings are closed.

Remote Learning

Student Engagement

Students with high rates of **engagement** in their learning are motivated to succeed based on the confluence of emotional, cognitive, and behavioral access and opportunity.

How do we create opportunities to boost **student engagement** during remote learning?

How do we **engage** our reluctant learners?

Emotional Engagement

Cognitive Engagement

Behavioral Engagement

Pursuant to SB704 (SL2020-3) and SBE policy SPLN-006, 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	Public Schools of Robeson County
Superintendent/Director	Dr. Shanita W. Wooten
Remote Instruction Plan Coordinator	Name: Dr. Robert D. Locklear Title: Assistant Superintendent of Curriculum & Instruction Email Address: robert.locklear@robeson.k12.nc.us Phone Number:

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Team Members Responsible for Remote Instruction Plan	Dr. Shanita Wooten, Superintendent
	Dr. Robert D. Locklear, Assistant Superintendent
	Jennifer Freeman, Assistant Superintendent
	Karen Brooks-Floyd, Assistant Superintendent
	Melissa Thompson, Assistant Superintendent
	Dr. Darlene Cummings, Executive Director, CIA
	Dr. Windy Dorsey-Carr, Executive Director, Transformation
	Dr. Sandra Evans, K-5 Curriculum Supervisor
	Dr. Etta Baldwin, Director, Media, and Technology
	Steven Sinclair, ELA Supervisor
	Catrina Bailey, Mathematics Supervisor
	Susan Hendrix, Science Supervisor
	Andrew Davis, Social Studies Supervisor
	Latonya Burney, Director, Exceptional Children
	Bobby Locklear - Testing Director
	Joanna Hunt, Principal
	Ronald Prather, Principal
	Dr. Tracy Ferguson, Principal
	Tiffany Locklear, Teacher
	Heather Jones, Teacher
	Shernetta Noble, Teacher
	Thomas Jones, Teacher
	Darline Scott, Teacher
	Denise Douglas, Teacher
	Jared Wilkins, District Technology Specialist
	John Allen - Teacher
	Josie Torrence - Teacher
	Lisa Thoman - Digital Teaching and Learning Specialist
	Melissa Freeman - Parent
	Jadell Hawks - Student Services Director
	Stephania Burton - Digital Teaching and Learning Specialist
	Teresa Imbufe - Teacher
	Tiffany Graham - Teacher
	Lynn Fuqua - McKinney Vento Coordinator
	Sandra Lopez Greenfield - ELL Lead Teacher
	Jamie Flanagan - Title IPre-K Supervisor
	Pam Lockwood - Parent
	Jennifer Koerner - Parent
	Lysheika Kinard - Parent
	Ronnie Locklear - Community Member
	Liz Cummings - Community Member
Date Submitted to NCDPI*	June 17, 2020

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*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?

> The Public Schools of Robeson County has consulted with all stakeholders in developing our Remote Instruction Plan. Throughout the process, stakeholders have completed surveys via Google Forms, participated in virtual meetings via Google Meet, and through e-mail correspondence. Additionally, the Plan and its components were placed on the PSRC website and social media pages for view and comments. To communicate with families who may not have digital access, PSRC has utilized local newspapers, phone calls and text, ROBO Call system, and flyers/notices distributed by individual schools.

2. How is your PSU training teachers and staff on the 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 an offline instructional resource that will be made available to all students at a grade-level across the public school unit.

> The Public Schools of Robeson County is employing all of its digital resources during remote learning. After conducting a survey of all staff, PSRC designed a plan for professional development that would ensure that all teachers are thoroughly trained on the LMS (Google Classroom and Canvas) as well as all digital resources. These digital resources include the various methods of communication that staff members will use to communicate with students and their families. PSRC and its schools will communicate all resources and opportunities to all stakeholders through district/school websites, official social media pages, emails, text, local news outlets, and ROBO Call system. Upon completion of the summer professional development sessions, surveys will be conducted to determine the remaining needs of all teachers and staff. The district will provide training opportunities throughout the year on topics noted, in addition to the summer professional development sessions remaining available. All teachers and staff will continue to receive training on the effective use of all resources through ongoing professional development.
> PSRC Remote Instruction Plan Resources
> PSRC Summer 2020 Remote Learning Professional Development

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.

> **Length of Instructional Day:** School staff are expected to be at work or online from 9-4 on remote instructional days. Schools, with central office approval, may design the remote instructional day in

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ways that best support their students and staff while maintaining the required number of total hours. Schools should adhere to the recommended amount of instructional time. The amount of instructional time will vary based on grade level and course to include direct interaction with students and asynchronous engagement as part of the instructional day. (Refer to the chart in section 9) Administrators and teachers will determine appropriate structures for collaboration and instructional planning based on student needs as they may evolve over time.

Teacher Work Day: Teachers who wish to use annual leave on a remote instructional day (designated as a teacher workday) must submit their instructional resources for approval 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 prescribed by the central office. Teachers are responsible for designating a point of contact for their students while they are on annual leave to assist students who have questions or concerns.

Administrators: On remote instructional days, school administrators must create a plan that will cover three main duties for the remote instructional day:
1. **Logistics of remote learning for students** - prepare for any unexpected teacher absences, hardware or software issues, etc.,
2. **Management of the physical building** - oversee any operations that may be taking place in the school building while students are learning remotely, and
3. **Monitoring instruction** - visiting the school's virtual learning spaces and ensuring that remote learning plans are being implemented with fidelity and rigor. Administrators should provide support, encouragement, and constructive feedback on the virtual environments he/she observes. PSRC Digital Learning Monitoring Form will be utilized to capture teaching and learning.

Administrators will monitor to ensure teacher expectations are being met during remote instruction days.

Instructional Support Personnel:

Guidance Counselors may use the virtual environment to convene groups of students as they would in a face-to-face setting.

School Social Workers can compile attendance data from the remote instructional day to assess how absent students could be supported in attending future remote instructional days.

Instructional Coaches may work with administrators on providing support to teachers in the virtual learning environment with a focus on how teachers can build on the strengths of the current day to improve future remote learning sessions.

Student Success Advocates work with troubled students or those who have problems in their education. As an advocate, they ensure these students get the help and resources they need to engage in a positive learning experience.

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Youth Development Specialists coordinate and supervise programs designed to help adolescents discover personal interests and abilities. They may focus on a specific area of development, such as experiential learning, school attendance, public service, healthy living, or creative arts.

Curriculum Supervisors coordinate the selection of hard copy and digital instructional materials throughout the district and oversee the development and timely revision of district curriculum aligned with state regulations. Curriculum Supervisors will support teachers by developing and providing professional development in areas of need.

School Library Media Coordinators (SLMCs) will support and collaborate with the teachers and students in the area of digital teaching and learning as it relates to the NC Standards. They will provide assistance in digital content/literacy/reading/technology/copyright and project-based lessons.

During remote learning, the School Library Media Coordinators will:
- Collaborate with teachers and students through Canvas and/or Google Classroom.
- Lead professional development that supports using the best digital tools and resources for instruction to meet the needs of diverse students. Digital tools such as Google and Carnival Slides, Prezi, Canva, Thinglink, Jing and Screencastify, Wordart and Flaming Text, etc.will be used for instruction, information, and celebrations.
- Use technology and research-based strategies to deliver and/or co-teach remote instruction in the content area's reading.
- Post and share their Google Voice Number and Virtual Office Hours through their Remote Media Center on the school's website. (Google Voice is a Phone and Text Tool for communication with parents, students, and teachers.)
- Curate up to date remote digital resources and technology to help improve teaching and learning.
- Utilize SMORE to create and distribute a newsletter once a month to students and teachers.
- Model, teach and/or co-teach digital literacy, safe use of social media, research skills, and digital citizenship, etc.
- Share inquiry-based learning approach opportunities that improve literacy/reading instruction.

Migrant Recruiter supports high-quality remote learning activities, comprehensive educational programs, and support services for migratory children to help reduce educational disruption following the guidance of the NCDPI Migrant program for remote learning support.

Technology Specialists should create a master schedule of all remote learning activities on the remote learning day. These master plans should be available to all staff to ensure coverage of all remote learning sessions in the event of an unexpected absence or to

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facilitate monitoring by the administrative/coaching staff.

Technology Specialists will be on call to all staff engaged in remote learning to troubleshoot any technical issues that arise. The district will supply a technology support system via a help line.

Related Service providers determine the provision of appropriate virtual service delivery, based on students' needs and accessibility.

EL Teachers will provide targeted support in collaboration with the regular education teacher according to the LEP to ensure remote learning instruction is provided based on individual student needs.

AIG Program Specialists will provide direct services online and offline, check-in weekly with students to support social/emotional needs, and provide instructional feedback for teachers to ensure DEPs are met during remote instructional days.

Teachers:
The Public Schools of Robeson County will hold the following expectations for all staff members:
- Planning for remote learning that respects the needs of all students.
- Implementing remote learning that attends to the diversity of each community to ensure that all students have access to equitable educational opportunities.
- Meticulously documenting the best efforts possible with regard to students with Individualized Education Programs (IEPs,) Section 504 Plans, MEP, LEP, and McKinney Vento.
- Structuring active student engagement with learning in accordance with the age-appropriate thresholds.
- Selecting content for remote learning that is aligned to standards, relevant, and appropriate for each student.
- Providing clear and concise rubrics to guide students through the completion of assignments.
- Practicing consistent communication with students, families, and staff. Timely feedback and response to students and parents is an essential part of Remote Learning.
- Ensure grades and feedback are used to support learning and not to negatively impact students.

Classified Staff: Schools will have a plan for ensuring meaningful work for classified staff during the remote instructional day.
- Schools should consider using remote instructional days for addressing activities that may be difficult to complete when students are in session (e.g., maintenance, landscaping, cleaning, etc).
- If classified staff is permitted to work remotely, those staff members should be given duties that are comparable (in time) to those who are working on-site.
- Schools should have a plan to identify classified staff who will be designated "mandatory" and "non-mandatory" in the event of a public health crisis. These plans should include how

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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.

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?

The Remote Learning Parent/Guardian Survey will be available by July 6, 2020, through the PSRC website for parents to let the schools know if they have connectivity or device needs. Parents of students involved in our summer JUMPStart program will be called by their school's personnel. For those students' parents who have not responded, the school staff will make contact at the beginning of the school year. Through an in-depth study, the PSRC was able to determine areas that had limited or no access to the internet and collaboration has begun with stakeholders to help eliminate this issue. The PSRC Director of Technology and Transportation Director is working to add access to the internet through wi-fi access on buses as well as working with community partners to find other opportunities for internet access. For those students who will not have remote access, including device and connectivity needs, teachers will provide students the opportunity to download materials or take home a packet to complete. This information will be communicated to students, staff, and parents through district/school websites, official social media pages, local news outlets, and district Blackboard System calls (ROBO Call system).

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?

Information will be available on the PSRC website, as well as each individual school website, for all students, parents, and staff, about community partners who offer free to discounted broadband access or connectivity or any other services. Each school will have a point of contact available for students and parents to get answers to any questions and concerns that may arise on remote instruction days. The Director of Technology, the District Technology Specialist, and the Instructional Technology Facilitators for the PSRC will be available to assist with any questions and concerns from each school.

Using funding from the CARES Act, the PSRC district will have sufficient devices available for students that do not have a device at home to use. Each school will be responsible for disseminating information to parents and students about using a PSRC device during remote instruction days.

This information will be communicated to students, staff, and parents through district/school websites, official social media pages, local news outlets, and district Blackboard System calls (ROBO Call system).

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Companies that offer free or reduced rate internet can be found here:
https://www.ncbroadband.gov/covid19broadband/

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

Teachers are being provided professional development this summer on how to build courses in the district LMS. Teachers will develop blended learning lessons that align with students' needs utilizing the district LMS or provide other means such as downloaded lessons or paper packets. Champion teachers will model the use of asynchronous and synchronous tools. Each school's administration will be responsible for conducting PLC meetings for teachers on how to conduct class remotely, face-to-face, and the transition between the two. Throughout the school year, school administration and district office personnel will conduct PLC meetings via Google Meet to aid teachers in individualized instruction in a remote learning environment. This includes lesson development, small group instruction, assessment, and accommodations.

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?

Students will have direct and explicit instruction with the opportunity to use the LMS (CANVAS and Google Classroom) to gain familiarity to work independently. Teachers will model the use of synchronous and asynchronous tools, expected behaviors, and how to troubleshoot technical issues. Students will participate in the Fast Track program (the first 3 weeks of the school year) and will be provided additional support throughout the school year with LMS instruction and support. Lessons will be discussed prior to the assignment so students are given the opportunity to ask questions for clarifications. Directions will be given to students and parents on how to contact the teacher and district technology department for technical support if questions or issues arise. These directions will be readily available at school sites as well as on the district and school webpages. Teachers will develop individualized lessons and will meet with students in a small group setting to provide instruction. Additional support will be provided as needed utilizing virtual or helpline instruction. The PSRC will provide a helpline to address parent and student needs during Remote Instruction Days.

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.

Administration at each school will develop guidelines for remote lesson plans to monitor alignment and instructional time adherence.

Teachers will create engaging virtual lessons using learning targets to guide their instruction. Learning targets will:

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- Be written in student-friendly language "I can..." and "I know..." statements.
- Demonstrate what students will be able to do.
- Consist of concept (noun), skill (verb), and often a specified context so students perceive the information as interesting and relevant.
- Directly reflect learning goals: Accomplished in a few days at most.
- Have both guided and independent activities to empower students to take ownership of their own learning.

Learning targets will be communicated with students:
- Through an announcement in Canvas and Google Classroom on remote learning days; Teachers will demonstrate through Fast Track how to find the daily learning target.
- Discussed with students at the beginning and end of the lesson using google meet.
- Through practice assignments, activities, and formative assessments that will measure a student's understanding of the learning target.

Curriculum:
- Teachers will:
  - Develop lessons aligned to required standards paying close attention to power standards
  - Clearly define and post the learning target and/or expected outcome
  - Communicate and post the learning target in student/family-friendly terms in the announcement during remote learning days.
  - Select appropriate grade-level materials, resources, and/or platforms to support the learning target and are aligned to the standard.
  - Consider and create aligned lessons to support all learners (ie. IEPs, 504s, DEPs, LEPs,etc.). Work with support staff and EC teachers to have appropriate lessons and activities to meet the needs of all students.
  - Create lessons based on meeting the needs of diverse learners. All lessons should be accessible to all students. (Read aloud, transcripts, visually appropriate)

Instruction:
- Teachers will utilize a variety of teaching methods:
  - Incorporate modeling opportunities to support various learning styles.
  - Consider appropriate instructional models based on the learning target/desired outcome
  - Engage students in the lessons to allow for deeper understanding. (Interactive activities)
  - Gradual Release "I do, You do, We do" or Inquiry-Based "You, We do, I do"
  - Provide opportunities for student-guided and independent practice with feedback (feedback is to be constructive and directive).
  - Identify the most appropriate instructional delivery method (Teacher-Led, Self-Paced, Choice Menus, Project-Based Lessons, Paper/Pencil)
  - Include high-quality differentiated activities and engaging programs to support critical thinking and understanding (Blooms, DOK, SAMR, etc.)

Deployment:
- The teacher will develop lessons that:

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- Establish routines/processes for aligned deployment (staff, student, parent expectations)
- Define the amount of time to be spent teaching the learning target.
- Define the amount of time to complete the assignment.
- Establish suggested virtual time limits (consider age, individual limitations, etc.)
- Balance collaborative and independent opportunities for students

Monitoring/Assessment:
- Lessons will:
  - Pre-assess student knowledge of the learning target.
  - Determine how students will demonstrate learning (Artifacts, Notes, Organizers, Interactive Lessons/Tools, etc.). Teachers will provide multiple ways for students to demonstrate an understanding of learning targets.
  - Determine how to monitor student learning throughout the instructional process.
  - Assess student learning through various tools and respond to ongoing data.
- Teachers will create a clear process for:
  - Assignment Submission (Student to Teacher)
  - Ongoing Feedback (Teacher to Student)
  - Response to Instruction (reteach, intervention, etc.)
  - Evaluation Rubrics
  - Data collection

School Administrators will monitor remote learning by:
- Creating a clear process for:
  - Lesson Submission (Teacher to School Administrator)
  - Ongoing Feedback (Administrator to Teacher)
- Monitoring remote learning lessons:
  - Reviewing lesson plans to make sure all lesson plan components are present and the lesson is aligned to standard/learning targets.
  - Participate in remote learning lessons as an observer.

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.

Administration at each school will monitor the quality of remote instruction through evaluation of lessons for alignment, ensuring instructional time is adhered to following all guidelines, and through contact logs with teachers, students, and parents. The lessons will include the grading rubric and submission timeframe. Students and parents will have time to navigate the platforms, materials, and tools. Students will be provided with the flexibility to demonstrate targeted knowledge and skills. Instructional purpose and alignment with NC standard(s) are explicitly stated or easily inferred.

Teachers will display and communicate the following:
- Identify the standard to be taught
- Learning target/I Can

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- Sequence of instruction

Standards mastery and learning progression will be documented and communicated to parents on a regular basis to include a progress report and report card once every nine weeks. Grades will be available for parents in PowerSchool. Ongoing communication between parents, students, and teachers using a variety of tools to include written and verbal feedback. Rubrics will be developed to guide grading and feedback. Feedback will also be given using the LMS, digital tools, helpline, office hours, written feedback, etc.

Please see the table of expectations as it relates to class time and workload requirements for students. These time requirements include review, new instruction, coursework, and homework practice. In addition, staff cannot require students to be online at a certain time of day. Having an asynchronous learning format will allow students to work at their own pace to complete work and remain flexible with due dates.

Levels	Class Time and Workload Recommendations
High School (9-12)	4 hours which would equal one hour per course
Middle School (6-8)	2.5 hours which would equal 30 mins per core course with breaks.
Elementary School (3-5)	1.5 hours which would equal 20 mins per core course with short breaks
Primary (Pre-K-2)	1 hour with short breaks

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.

All instructors in PSRC who have students with Identified IEPs, 504 plans, or Speech services will adhere to the guidelines within the documented student plans. PSRC will ensure that students have the technology and instructional support from both the regular education, EC teachers, and Speech services provider. EC teachers will collaborate with regular education teachers and parents to provide modifications and accommodations as needed to meet the needs of their students. Special education service providers will have a set of times available to connect with the students whom they serve, as appropriate. EC teachers and regular education teachers who have students with IEPs, 504, Speech, or any other special education services will continue to provide services as identified on the student's documented plan. A remote learning log will be used and kept by the EC instructor. EC teachers along with regular education teachers will make every reasonable effort to communicate frequently

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with parents regarding student work and accommodations.

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?

Guidelines for tracking and reporting attendance protocol will be developed by each school and submitted for district approval and monitoring. Schools will be responsible for communicating this process to students and parents.

A student is considered present for daily attendance during a remote learning day:
- If a student completes their daily assignments, either online or offline;
- If a student has a daily check-in, a two-way communication, with the appropriate teacher(s):
  - In grades PreK-5, homeroom teacher
  - In all other grade levels, each course teacher as scheduled

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?

Students are expected to engage and communicate with their teachers in one or more of the following ways:
- Attending a Google Meeting
- Posting to a discussion board
- Requesting assistance/support via phone call, text, or email
- Making a contribution via CANVAS, Google Classroom, or email

The district will provide direction to aid school administrators in establishing guidelines for communication with teachers, support, and resource staff during remote learning days for student/parent questions.
- Examples include:
  - Live online 'office hours'
  - Live offline 'office hours' via phone;
  - Designated chat room times online;
  - Email communication with the assurance of timely response;
  - Designated phone call times for students who do not have online access;
  - School and individual teacher usage of phone messaging systems.

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

Parents and students will be trained through virtual modules on how to troubleshoot during remote learning and will be provided access to teacher and technology support.

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During Remote Learning Days, the district's technology department will support in the following ways:
- Implement help desk procedures to provide support for remote users (teachers, staff, students)
- Continue to provide training for online learning to teachers
- Communicate with families to ensure they have access to the internet and devices

Methods of providing effective technical support remotely, include:
- Phone or email help desks/hotlines (both at district and school level)
- Online chat options through google hangout or remind
- Remote support with screen sharing

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 EL Program of Public Schools of Robeson County will meet the unique needs of the English Learners by implementing the following strategies during remote learning:
- The PSRC Help Line with on-demand interpreters and translators in addition to content area teachers will be used to reach out and contact multilingual parents to provide assistance and support with academic content, health, nutrition, shelter, safety equipment, and learning resources. In addition, multilingual resources will be posted to the PSRC website for remote learning to ensure parents/students/families have access to information that is needed to successfully access remote learning.
- EL teachers will assist the school content teachers and administrators with the delivery of learning packets with instructions included and translated primarily in the dominant languages.
- Create private accounts to address the grade-level needs of specific groups of English Learners in response to their developmental and cognitive needs.
- Develop communications channels with our parent liaisons who have served as bridges to address the social-emotional needs of our English Learners in agreement with school counselors, social workers, school nurses, resource officers, school secretaries, and PowerSchool Managers at different school locations.

To meet the needs of the EL students, the LIEP has been and will continue to be adapted for remote learning. The EL Program of Public Schools of Robeson County will meet weekly to review and determine the classroom modifications identified in each of the LIEP plans for our English Learners. Our EL High-School teachers will provide virtual assistance for students and their content teachers to identify primordial accommodations during remote learning for qualifying students, such as:

- Allowing students to be assisted by translation devices and platforms such as bilingual dictionaries, Google Translation, picture dictionaries, Talking Points, and the built-in translator of Google Classroom.
- Provide extra time to complete online assignments and permit learners to supplement online assignments with multilingual resources and audio-visual resources, as needed.
- Assign supplementary materials to facilitate the comprehension of instructions and content

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such as virtual magazines, and newspapers.
- Allow students to complete assignments according to their language development needs by integrating four performance domains of listening, reading, speaking, and writing in the online responses provided for each task

EL teachers will work collaboratively with content teachers during regular planning sessions to ensure coordinated support is provided during remote instruction. The EL teachers have also participated in Google classrooms as collaborators and contributors in a joint effort to assist content teachers with the language demands posed to our English Learners through academic assignments. Additionally, our EL teachers have created their own Google Classrooms to deliver language development instruction, to share online resources to accommodate our English Learners, and to facilitate the comprehension of thematic units in Reading, Math, and Science areas. Furthermore, our EL teacher's role during remote learning is to monitor qualifying students' classroom modifications to ensure students are equally served according to their special needs.

EL Additional Information

b. Academically and/or Intellectually Gifted learners

Regular education instructors along with the A.I.G. district representatives for the PSRC will ensure services are provided. Instructors will adhere to the A.I.G. plan that has been created for the student unless the student is subjected to a reevaluation which at that time will be conducted by all responsible parties including instructors and stakeholders for the student.

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

PSRC will adhere to the state guidelines for students who fall under the Mckinney-Vento Act. All students will be provided with the instructional supplies and support of the instructor, EC services if needed and any other services the PSRC provides. Services for Homeless students as defined by the McKinney-Vento Act may be provided through programs on school grounds or at other facilities (e.g., shelters and nonprofit community social service centers). To the maximum extent practical, services shall be provided through programs and mechanisms that integrate children and youth experiencing homelessness with their housed peers. Activities undertaken must not isolate or stigmatize homeless children and youth. The district McKinney Vento liaison along with the designated school McKinney Vento representatives will ensure that identified students are provided with supplies and additional resources as needed, along with ensuring access to child nutrition services. The liaison and school representatives will maintain an open line of communication with teachers, students, and parents to assist in eliminating any educational barriers that may arise during remote learning. The district website defines the McKinney Vento Act and includes the district liaisons contact information if needed to assist families.

Teachers from the student's school of origin will communicate and discuss activities and assignments that are impeding learning. An online platform will be utilized for instruction and discussion as students can be mobile and housing is not fixed. Resources to discuss assignments with students will be delivered prior to the tutoring session. Parents/Guardians will be notified via phone about the availability of services. In addition, the PSRC website McKinney Vento page provides a list of resources for families. Teachers/Principals/Staff/District Office- District McKinney Vento Liaison email/Google Meet notifying them of services. PSRC website McKinney Vento page provides a list of resources for families. Parents/Guardians- PSRC professional development videos for parents on

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how to utilize online platforms are shared on the PSRC website. PSRC staff participates in Canvas and Google Classroom training during summer 2020. Parents/Guardians can receive assistance through PSRC websites videos available for viewing and beginning August 17 will provide daily Technical Assistance via phone number through PSRC Technology Department. In addition, the PSRC Technology Department will provide support via email and phone.

McKinney-Vento Additional Information

15. How is your PSU describing the limitations that exist for the implementation of quality remote learning based on each public school unit's local context?

Limitations for effective remote learning include:
- Broadband Connectivity
- Devices
- Professional Development
- Instructional resources/Digital Content
- Qualified teachers, licensed
- Transportation
- Child Care
- Child Nutrition
- Willingness for teachers to perform duties, feeling comfortable and secure
- Student attitude and willingness to complete the required work

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.

The Public Schools of Robeson County has developed a Remote Learning website that contains resources for parents, students, and teachers. The resources will also be readily available at individual school sites. This availability will be communicated through district/school websites, official social media pages, local news outlets, and district Blackboard System calls (ROBO Call system).

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

Many students transitioning to Kindergarten are familiar with at-home learning and routines. With remote learning, parents/families will incorporate educational strategies into their existing routines to gradually familiarize the students with structure and learning. Working with each student to personalize a specific space in the home will be a critical step in beginning the transition to kindergarten. As students enter a traditional kindergarten classroom they are provided a cubby, desk, and supplies. Teachers can support students/ families in creating a space that replicates a classroom environment. Creating a daily plan that allows for lots of free time with minimal transitions is an

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effective approach to supporting transition. Additionally, establishing a schedule for the early learner is another facet necessary during the transition period. Expectations for early learners should be limited to no more than one hour of instruction per day. At the beginning of each day, parents should discuss a general schedule (nothing regimented) so the child will have an idea of how the day will flow. A consistent routine will help children know what to expect from each part of the day. They can begin to anticipate what will happen and can self regulate what they are supposed to be doing. An example of a schedule for a preschool student is provided below. This schedule is meant to serve as a guide for daily instructional planning and can be modified to fit the needs of an individual child/family.

- 1 hour - Wake up, brush teeth, get dressed, breakfast
- 30 mins - Setting an intention and plan for the day
- 30 mins - Screen-free academic time
- 30 mins - Feelings check-in (parents and children)
- 1 hour - Gross motor - outdoor play & exploration
- 30 mins - Lunch
- 30 mins- Downtime
- 30 mins - Free choice learning (books, early learning software, art, etc.)
- 1 hour - Outdoor learning - counting rocks, writing letters and numbers on the sidewalk, etc.
- Reflection - end the day by reflecting on activities & learning

It is important to emphasize to parents that learning doesn't always have to take place on a digital device, worksheet, book, etc. Early learning can take place by helping parents cook, helping with chores, or exploring nature outdoors. Engaging in activities that build life skills can be a great learning opportunity for young children.

PSRC Transition to Kindergarten Additional Information

Kindergarten Registration

Powerschool will be the digital registration platform for kindergarten families to upload documents required for registration. Powerschool is FERPA compliant and documents are uploaded by the parent/guardian and the school representative will download documents necessary for creating a cumulative record. Access to the digital platform is limited to staff that adheres to FERPA requirements. Communication will be provided to stakeholders. Parents/Guardians- Kindergarten Flyers Notification of Registration- Sent out via PSRC Facebook, Newspaper, PSRC Website, Blackboard, School Website, School Facebook, Hotline for Parents Teachers/Principals/Staff/District Office- Google Meet with Principals to Provide Overview of PowerSchool Enrollment. Professional Development will be provided to stakeholders. Parents/Guardians- Step by Step Guide for Enrollment Process shared via the PSRC website. Teachers/Principals/Staff/District Office- Google Meet on 7/9/2020 to share with Principals, Data Managers, Counselors, District Office Designees, and Nurses on PowerSchool Enrollment Process, Step-by-Step Guided developed by District Kindergarten Enrollment Team for Approval Process. Technical Assistance will be provided to stakeholders. Parents/Guardians- PSRC Hotline on Tuesdays & Thursdays from 8-10 and 2-4, PowerSchool Enrollment Hotline and School Sites (Information for Technical Assistance shared via PSRC Kindergarten Enrollment Website). Teachers/Principals/Staff/District Office- District Office Kindergarten Registration team will provide support to schools based on individual needs.

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Families with limited access to the internet will be provided with a resource page with all connectivity available in the communities they reside in. If the resources and connectivity are a barrier the schools will have a private designated computer with all necessary resources to complete the registration process at the school.

Title I Pre-K

A Remote Learning Plan has been developed for Title I Pre-K. The plan provides a monthly overview highlighting the specific remote learning platforms to be used throughout the year. The plan features teacher actions, student actions, and parent orientation sessions. Communication will be provided to stakeholders. Parents/Guardians- Parent orientations will be provided by staff to discuss/present platforms. Teachers/Principals/Staff/District Office- Virtual meetings will take place with staff. Professional Development will be provided to stakeholders. Parents/Guardians- Parent orientations will be provided by staff to discuss/present platforms. Teachers/Principals/Staff/District Office- PD opportunities provided by the district and/or vendor. Technical Assistance will be provided to stakeholders. Parents/Guardians- Support provided by the teacher and/or Title I Pre-K Supervisor. Teachers/Principals/Staff/District Office- Support provided by Title I Pre-K Supervisor, PSRC Technology Dept.

PSRC Title I Pre-K Additional Information

Career and College Promise

Career and College Promise students are independent learners preparing for the college setting. Many of their courses will transition to a college campus or online as they continue post-secondary plans. An orientation online will be conducted with these students to familiarize them with online or remote learning. College advisors will check in with students to determine plans and how effectively they are utilizing time for assignments. Remote learning for Career and College Promise students will also be monitored at the school through the School Counselor and the advisor from the Robeson Community College.

Career and College Promise Additional Information

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PSRC Remote Learning

Engagement   Efficacy   Equity

Curriculum

Professional Development

Instruction

NCSCOS
Instructional Pacing Guides (K-12)

Fast Track (K-8)

Ready Textbooks (K-8)

Curriculum Packets (K-12)
- K-2 (all)
- 3-12 (no connectivity)

iReady (K-8) and (K-3)

Reading Diagnostics

NewsELA - Middle Grades

HMH - Social Studies - Middle and High School

HMH - LJHS and Townsend

LearnED (5th Science)

Letterland (K-2)

Fast Track/Instructional Pacing Guide Training
- *Grades K-2 August 11, 2020 - 8:30-10:30*
- *Grades 3-8 August 11, 2020 - 11:00-1:00*

Fall Courses Offered:
- *The Essential Elements in Remote Learning (Administrators - REQUIRED)*
- *Introduction to the Remote Learning Environment (Administration & Certified Staff-REQUIRED)*
- *The Digital Connection in the Classroom (BTs ILT 1s)*
- *The Fundamentals in a Digital Classroom (Classified Staff)*
- *PowerTeacher Pro PTP Gradebook (Grades K-2)*
- *PowerTeacher Pro PTP Gradebook (Grades 3-12)*
- *A Passport to Learning (Students & Parents Grades K-12)*

Learning Management System
- Google Classroom K-2
- Canvas 3-8

Synchronous/Asynchronous

Small-Group Instruction

Whole Group Instruction

Teacher-led Instruction

Scheduling

Project-based Learning
- Design an app
- Design a city
- Create a family tree
- Start a business
- Mashing three existing video games together
- Creating a photo documentary, then turning that into a film documentary

Public Schools of Robeson County
Curriculum, Instruction, and Accountability

2019-2020 PSRC Elementary Pacing Guide- 5th Grade

Qtr	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
1	Aug. 26-29 Procedures and Expectations	Sept. 3-6 "All About Me" Getting to Know you Activities	Sept. 9-13 Unit 1: "Adaptation"	Sept.16-20 Unit 1: "Adaptation"	Sept. 23-27 Unit 2: "Family Relationships"	Sept. 30-Oct.4 Unit 2: "Family Relationships"	Oct. 7-11 Unit 2: "Family Relationships"	Oct 14-18 Unit 2: "Family Relationships"	
2	Oct.22-25 Unit 2: "Family Relationships"	Oct. 28-Nov. 1 Unit 3: "Coming of Age" / NC Check-ins	Nov. 4-8 Unit 3: "Coming of Age" / NC Check-ins	Nov. 12-15 Unit 3: "Coming of Age"	Nov.18-22 Unit 3: "Coming of Age"	Nov.25-26 Unit 3: "Coming of Age"	Dec. 2-6 Unit 3: "Coming of Age"	Dec 9-13 Unit 3: "Coming of Age"	Dec 16-20 Unit 3: "Coming of Age"
3	Jan 8-10 Unit 4 "Courage"	Jan 13-17 Unit 4 "Courage"	Jan 21-24 Unit 4 "Courage"	Jan 27-31 Unit 4 "Courage"/ NC Check-Ins	Feb 3-7 Unit 4 "Courage"/NC Check-Ins	Feb. 10-14 Unit 5 "Courage"	Feb. 18-21 Unit 5 "Freedom & Secrecy"	Feb. 24-38 Unit 5 "Freedom & Secrecy"	Mar. 2-6 Mar. 9-13 Unit 5 "Freedom & Secrecy"
4	Mar. 17-20 Unit 5 "Freedom & Secrecy"	Mar. 23-27 "Freedom & Secrecy"	Mar. 30-Apr. 3 "Freedom & Secrecy"/NC Check-ins	Apr. 6-9 "Freedom & Secrecy"/NC Check-Ins	Apr. 20-24 EOG Review	Apri.27- May 1 EOG Review	May 4- May 8 EOG Review	May 11- May 15 EOG Testing	May 18- May 22 EOG Testing

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Public Schools of Robeson County

Curriculum, Instruction, and Accountability

Supplemental Resources: A Google Doc with Links of "Viewable" Resources to Use.

AIG: AIG 5th Grade ELA Shareable Links Only	
Digital Technology: 5th Grade Supplemental Resources - Shareable Links Only	
Exceptional Children: 5th Grade Supplemental Resources- Shareable Link Only	
English Language Learners: Grade 5 EL Resources (ELA)	

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Public Schools of Robeson County
Curriculum, Instruction, and Accountability

Content Topic: Adaptation   **Grade Level:** 5th Grade ELA   **Days:** 2 weeks (10 days)

Standards Addressed: Adaptations Unit   NCDPI Unpacking the Standards   Adaptations Text Set

Overview: The idea behind this text set is to integrate science and reading since students at this age are often lacking the background knowledge needed and necessary to understand and be successful with 5th grade science standards. This will allow for effective integration across the curriculum in both reading and science since both share similar goals such as problem solving, sequencing, making predictions, and drawing conclusions. The integration of science and reading can aid teachers creatively and effectively in addressing learning standards in both disciplines.

Essential Question(s)

- Why are adaptations important?
- How does one adapt to survive in a new environment?
- What factors contribute to this adaptation for survival?

Learning Targets: (I Can...)

- I can determine the main idea(s) of an informational text based on key details.
- I can summarize an informational text.
- I can explain important relationships between people, events, and ideas in a scientific text using specific details in the text.
- I can determine the meaning of academic words or phrases in an informational text.
- I can determine the meaning of content words or phrases in an informational text
- I can accurately synthesize information from multiple texts on the same topic.

Keys to Literacy Strategy: Top Down Topic Web

Text Set

Text Set	Poetry
Anchor Text: *Changing to Survive: Bird Adaptations* by Lillian Duggan	None

Articles:
1. The Ecosystem of the Forest
2. Adaptation (to print in DocHub click the login button and sign-in) with your school Google account.

Other:
ScienceNews for Students-

Video(s):
Scholastic Study Jams

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Book(s):
Surviving the Weather: Animals in Their Environments by Joe Adair

Vocabulary

Teach (These are academic terms that need to be taught):

- Main Idea
- Summarizing
- Inference (inferencing, infer)
- Compare/contrast

Adaptations Text Set Vocabulary

Additional Resources

Book(s):
- *A Home for Humans in Outer Space: Is It Possible?* by Lillian Forman

Articles:
- Abraham
- The Chicken Pen
- Plants are just one of many different Autotrophs
- What's the Big Idea about Marine Biology?
- Creatures and Ecosystems in the Ocean
- It's a cat-eat-mouse world: Tracking the food chain from bacteria to man

Assessment Prompts/Activities

Formative
1. KWL Chart Whole Group
2. T-Chart
3. Writing prompt
4. Writing prompt
5. Exit ticket (Ideas for questions can be found in Scope of Sequence)
6. Compare/contrast habitats

Summative
1. Animal Adaptations Organizer
2. Feature Creature
3. SchoolNet Assessment / Answer Key

Suggested Scope of Sequence: 2 weeks
Week 1
- Introduce topic adapt/adaptation:
  - Activate prior knowledge with a quick write on what students think the term means. Begin a class K-W-L (know already, want to know, learned) chart with students recording what they already know about the topic and what they would like to learn. Chart will be completed after the completion of the anchor text.
  - Preview content-specific vocabulary in front cover of text discussing which terms students think they already know.
  - Preview text focusing on multiple text features, such as illustrations, captions, and subheadings.

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Resources

- **KWL Chart**
- **Text Features Graphic Organizer (pg.4-7)**
- **T-Chart**
- **Nonfiction Pyramid**
- **Main Idea Organizer**

- o Discuss with students the purpose of text features in understanding informational text.
- o Begin class reading of anchored text Changing to Survive: Bird Adaptations focusing on adaptations needed to survive in their environment in that they inhabit every type of habitat in the world.
- Complete class reading of anchor text:
  - o Revisit class K-W-L chart where students will add what they learned. Cooperatively students will complete a search and find text feature graphic organizer for each example in anchor text.
  - o **Students will review text using a T-chart** to compare and contrast shore birds and water birds. Then summarize their findings in a short paragraph. **Complete exit ticket for anchor text with prompt......Which group of birds in text do you find most interesting? Explain why.**
- Supplemental text *Surviving the Weather*
  - o This book focuses on specific habitats and survival. Review content specific vocabulary in front cover of text (these are the same terms as anchor text).
  - o Whole group: preview text for additional text features that can be added to **Text Feature graphic** organizer. Read aloud introduction pgs. 4-7 with class.
  - o Assign cooperative groups a chapter within the text.
    - ■ Each group will be responsible for reading their chapter on a specific habitat and **presenting** their chapter material/facts to the whole class using a nonfiction pyramid.
    - ■ Cooperative groups will complete chapter presentations. Each group will decide on the main idea and supporting details of their presented sections.
  - o As a whole group students will be guided in completing a main idea web for the completed text.
  - o Complete text with responding to prompt..... Choose one of the habitats described and explain how you would have to adapt to live there?

Week 2
- Complete articles "Ecosystem of the Forest" or "Adaptation" as additional resources after anchor text and supplemental text. Students can use the organizer for additional support in identifying the main idea and details with these articles.
  - o Scholastic videos and Science News articles can be used simultaneously to supplement text.

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Google Meet with Live Stream (2 hour session) - Google Slides for Q & A
Topics: Introduction to Fast Track and Instructional Pacing Guides

Session 1: Kindergarten-2   Times: 8:30 am - 10:30 am
Session 2: Grades 3-8   Times: 11:00 am - 1:00 pm

Fast Track Agenda

Session 1: *Kindergarten, 1st and 2nd Grade Principals and Teachers*   **8:30 am - 10:30 am**

Welcome   *Dr. Darlene Cummings*

Math   *Catrina Bailey/Susan Miller-Hendrix*
- Fast Track Course Overview

ELA   *Dr. Sandra Evans/Steven Sinclair*
- Fast Track Course Overview

Digital Teaching and Learning
- Connecting with Digital Tools, Overview for PreK-12   *Stephania Burton/Lisa Thoman*
- Americans with Disabilities Act (ADA)   *Jared Cole Wilkins*

Final Reminders   *Andrew Davis*

Fast Track Agenda

Session 2: *Grades 3-8 Principals and Teachers*   **11:00 am - 1:00 pm**

Welcome   *Dr. Darlene Cummings*

ELA   *Dr. Sandra Evans/Steven Sinclair*
- Fast Track Course Overview
- Instructional Pacing Guide Overview

Math and Science   *Catrina Bailey/Susan Miller-Hendrix*
- Fast Track Course Overview
- Instructional Pacing Guide Overview

Social Studies and Adaptive Curriculum   *Andrew Davis*
- Instructional Pacing Guide Overview

Digital Teaching and Learning
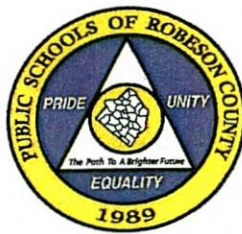
PSRC Curriculum, Instruction and Accountability
Tuesday - August 11, 2020

- Connecting with Digital Tools, Overview for PreK-12   *Stephania Burton/Lisa Thoman*
- PSRC Fast Track Student Passport for Canvas Grades 3-8   *Stephania Burton/Lisa Thoman*
- Americans with Disabilities Act (ADA)   *Jared Cole Wilkins*

Emergency Remote Learning Teaching to Structured and Rigorous Remote Teaching

Element	4th Nine Weeks 2019-2020	1st Nine Weeks 2020-2021
Curriculum/Instructional Resources	There are several opportunities for children to continue learning even when they are not in school. We are providing learning packets, in addition to online resources to assist in this process, and a selection of educational resources to keep students engaged outside of their classrooms. We encourage you to set aside time each day for students to continue learning throughout this absence from school.	A Fast Track Curriculum Guide has been developed for district-wide use that encompasses the use of the learning management systems, the pacing guides, and the curriculum resources selected for the 2020-2021 school year. The Fast Track Curriculum Guides have been uploaded via Canvas so that they are accessible to all teachers in K-8. The pacing guides are NCSCOS-based and blend the use of: ○ Letterland (K-2 phonics) ○ Tumblebooks ○ Tumblemath ○ NC Tools for Teachers Resources ○ Curriculum Associates (iReady) ○ HMH ○ NewsELA
Learning Management System (LMS)	There was no specific, mandated Learning Management System for the Spring. Teachers were allowed to continue use of the LMS that they were familiar with.	Professional Development was offered during the summer for teachers and administrators on the different Learning Management Systems. For the 2020/21 school year, the following Learning Management Systems have been designated: ○ Canvas for grades 3-12 ○ Google Classroom for grades K-2. ○ Paper and pencil materials are available to students if they do not have access.
Time/Schedule	In the Spring of 2020, the district released suggested class time and workload requirements for students. These time requirements include review, coursework, and homework practice. In addition, staff cannot require students to be online at a certain time of day. Having an asynchronous learning format will allow students	• Please see the table of expectations as it relates to class time and workload requirements for students. • These time requirements include review, new instruction, coursework, and homework practice. • In addition, staff cannot require students to be online at a certain time of day. Having an asynchronous learning format

to work at their own pace to complete work and remain flexible with due dates.

Levels	Class Time and Workload Recommendations
High School (9-12)	4 hours which would equal one hour per course
Middle School (6-8)	2.5 hours which would equal 30 mins per core course with breaks.
Elementary School (3-5)	1.5 hours which would equal 20 mins per core course with short breaks
Primary (Pre-K-2)	1 hour with short breaks

will allow students to work at their own pace to complete work and remain flexible with due dates.

Levels	Class Time and Workload Recommendations
High School (9-12)	One hour per course (Total of 4 courses)
Middle School (6-8)	45 mins per course with breaks
Elem. School (3-5)	30 mins per core course with short breaks
Prim. (Pre-K-2)	1 hour with short breaks

- The daily school schedule will vary based on the school, but will be a full instructional day. (TBD by Administrator)
- Teachers should define a set time period throughout the day when they will be available to students.
- Make sure these 'office hours' are clearly communicated so students know when the teacher will be available to respond promptly to needs.
- Sometimes, teachers will want to connect in real-time, or synchronously, with a student or groups of students. These types of connections can be done through videoconferencing, through chat, or by phone. Apps such as Google Hangouts or Remind can be used to provide these synchronous connections.
- Students should be instructed on how much time they need to spend working on assignments and other activities outlined in lessons.
- If there is an expectation for students to check in regularly, then that needs to be communicated as well.

Communication

Parent Option for contacting your child's teacher on an Remote Learning Day
- Send your child's teacher an email to their school email address.
- Teachers, principals, and other licensed professionals will be available by email or

- The district will ensure consistent, accurate, and timely communication.

	Google Meet, starting April 6, 2020. • Staff will respond to all communication requests in a timely manner during scheduled hours or within 24 hours • Staff contact information can be found on the district's website. (Click on SITES at the top and choose your school from the drop down menu.)	• The district/school will disseminate COVID-19 information to staff, students, and families through multiple communication channels i.e. email, website, Communication call system, social media, and newspapers. • The district will use components from the Public Health and Social Media Toolkit to create a comprehensive district social media campaign. • The district will provide key messaging to ensure that the information staff, students, and families receive is coming directly from reliable resources. • The district will ensure all forms of communication are available in multiple languages to reflect the diverse needs of our community. • The district will ensure communication is appropriate for students and families with disabilities. **Student/Parent/Teacher Options for contact:** • Send the teacher an email to their school email address. • Teachers, principals, and other licensed professionals will be available by email or Google Meet. • Staff will respond to all communication requests in a timely manner during scheduled operating hours. • Staff contact information can be found on the district's website. (Click on SITES at the top and choose your school from the drop down menu.)
chnology	The pandemic forced schools into a crash course in online education. Problems piled up quickly. 'We found it hectic and stressful.' This quick move to emergency remote teaching has left educators scrambling to figure out how to use digital tools, online resources, and apps to continue their teaching at a distance. Unfortunately, across the board, educators have not been prepared to teach well with technology, let alone teach remotely with technology.	Technology can vary in impromptu remote learning environments. If schools allow students to take home devices, then the students should be ready to learn. Some schools do not have devices to send home, so students must find ways to access materials provided through technology systems. Districts that do not typically engage in remote learning or virtual learning in their traditional calendars need to provide alternative ways for students to receive and return assignments. For example, one technology that has stood the test of time is paper. Sending packets of materials

		home with a stamped and addressed return envelope (either addressed to the school, the teacher or other location), is one way to continue schooling during a crisis situation. (See more in the Low Tech Solutions section.) Schools need to provide very clear information on how to access any online platform during remote learning, especially if students, parents and teachers are not accustomed to using such tools on a regular basis. Technical support also needs to be provided throughout the district and not be the responsibility of the teacher, who will have enough to keep up with in the remote learning environment. Clear information describing steps for troubleshooting and contact information for additional technical support should be easily available for everyone. https://docs.google.com/document/d/1vrRyBTR-7_CV2R5-vhgyNDNfiYDczlEHMyNBIhUtXhDA/edit?ts=5f19ece3
onitoring	Administrators monitored courses and instruction broadly.	Administration at each school will monitor the quality of remote instruction through evaluation of lessons for alignment, ensuring instructional time is adhered to following all guidelines, and through contact logs with teachers, students, and parents. Administrators will evaluate the course using a PSRC course evaluation form. Administrators will be trained on all evaluation forms. Also, curriculum supervisors, instructional coaches and PSRC mentors will conduct daily observations for effectiveness and provide on-going coaching.
rading	**Elementary Students-Grades K-5** • Grades K-5 students will not receive a final grade. • Teachers will provide year-end written feedback for students/families based on their learning this school year. • Academic and social/emotional feedback will be used to help transition students into the new school year. **Middle School Students-Grades 6-8** • Grades 6-8 students will receive a final course grade of PC19 (Pass) or WC19 (Withdraw). • Teachers will provide year-end written feedback for students based on their learning this school year. NCDPI will provide guidance.	• Grading expectations will be consistent across learning environments and will align with Board Policy. • Students will have their assignments and due dates in the platform unless prior negotiation with the teacher. • Students are expected to complete and submit their assignment(s) as assigned by the teacher using the digital platform or paper/pencil. • If students have problems making a submission, they should contact their teacher immediately and wait for further guidance from them. • There is an expectation of flexibility with deadlines for assignments

• Academic and social/emotional feedback will be used to help transition students into the 2020-2021 school year.
• WC19 does not mean the student failed the course and does not imply grade retention for middle school students. WC19 means there is a lack of evidence the student mastered the course standards.
• Middle school students enrolled in high school courses will follow grading options listed below: Students will receive course credit but, as in existing policy, the grade will not be counted in the GPA calculation.

High School Students-Grades 9-11
• Students in grades 9-11 and non-graduating seniors will choose how each final course grade will appear on their transcript for their currently enrolled courses, year-long and semester courses. If students cannot be reached to make a choice, they will be permitted to do so after school buildings re-open.

Option 1:
• Report the numeric grade, their highest grade representing either their learning as of March 13 or as improved through the semester as remote learning continued.
• Students will receive course credit.
• The numeric grade and quality points for each course will be used to calculate GPA.

Option 2:
• Report a PC19 or WC19.
• Students opting to receive a PC19 will receive course credit.
• PC19 or WC19 will not impact GPA.
• WC19 receives no course credit but students could take advantage of future credit recovery or repeating a course for credit.

• Teachers should be provided 24 to 72 hours to complete grading of assignments, depending on length and complexity.
• When assignments are returned to students, comments and notes explaining the grading should be included, ideally with more detail than usual since there may be no immediate opportunity for a student to ask question upon receiving the grade.
• The more feedback that can be provided during the grading process, the better the student feels about the work and the more confident they feel about continuing with future assignments.

| gh School urses/Internships | During Covid-19, students that had entered internships were not able to complete the process, because partners either had to close down or did not allow outsiders in their building or on their job sites. | The same is still true with our partners for the beginning of school. Students at this time will not be able to start an internship until it is 100% safe for them to have full interaction with the general public. The Career and Technical Education Department is working with their partners to assure that students will be able to have intern opportunities in the spring semester and during the summer of 2021. |

		• Student's attendance is based on submission of the assignment, participation, and/or communication wi the teacher. • Students are expected to check-in to each of their classes as scheduled.
Equity	Remote learning varied across the district which led to equality issues across the district.	Make decisions about teachers that support pedagogical quality and equity. Equity and Excellence: (Reaching all students and their needs) ○ Wifi hotspots to students in nee in homes with reliable cellular service, ○ Free broadband access at community partnership locations (businesses, churches, etc.) ○ Mobile hotspot buses in each school neighborhood. ○ Park and Learn in each school's parking lots. ○ Social and emotional needs - utilize support teams to respond to student needs ○ Provide professional development to ensure that all students have access to quality hybrid learning.
Parent/Guardian Training	Training opportunities were available via website.	Training will be provided during Fast Track and continuously during remote learning via websites and other avenues such as hotlines, Grandparents Academy, etc.
Social/Emotional Learning	Hotline was established for student, staff and parent use. Teachers provided support when applicable.	Students will receive appropriate support through the Counseling and Student Services Department. In each learning environment, there will be an intentional focus on social-emotional learning and building effective relationships and community to support strong learning outcomes.
Special Populations	Special education instructors faced a monumental change in creating and administering individual distance learning plans, sometimes for as many as 25 students. These plans had to respect each child's abilities, needs, resources at home and legal right to an appropriate education — a delicate balance teachers could only achieve by working closely	Special Academic Services - Students with IEPs will follow service delivery time as indicated on their IEP. AIG and 504 services will be provided based on individual student needs. Students that qualify as EL, MEP, McKinney Vento, and Foster Care will continue to receive support based on their individual needs and plans.

	with families and constantly reevaluating each plan.	
Child Nutrition	Breakfast and lunch were provided at designated sites and all high schools.	Bus delivery (Breakfast and Lunch) *Parents may pick up breakfast/lunch from a high school.

Remote Learning Checklist & Reminders

Schedule Checklist

Check Here	Requirement
	My school's Remote Learning Schedule offers a full day of instruction that follows the suggested times from the district office.
	My school's Remote Learning Schedule contains breaks for students and teachers, including Lunch.
	My school has a Resource Remote Learning Schedule that makes resource classes available to every student.
	My school's Remote Learning Schedule specifies Office Hours for teachers to provide additional support for parents and students.
	My school's Remote Learning Schedule designates days for small group instruction.

Instructional Reminders

- Ensure that all teachers have prepared grade level appropriate material for students and follow the PSRC Instructional Pacing Guide.
- Remind teachers to have materials available in two formats: Digitally (Google Classroom/Canvas) and Physically (Learning Packets)
- Conduct a Google Meet Refresher/Training
- Schedule Hours for material distribution
- Review Office Hours for teachers
- Establish Google Classroom and Canvas "Champions" to support teachers.
- Communicate Office Hours to Students/Parents
- Provide students/parents with logins and instructions for online resources
- Instructions and expectations for assignments are clear and explicit
- Ensure that teachers are explicit in instructions for all assignments to allow parents the opportunity to assist.
- Check communication sources daily.
- Be responsive and helpful to all concerns by parents and students.
- Encourage teachers to remain flexible in expectations for students during remote learning.
- Routinely check for questions/concerns from parents and students.