



**Public Schools of Robeson County
Remote Learning Comparison Chart**

Emergency Remote Learning Teaching to Structured and Rigorous Remote Teaching

Element	4th Nine Weeks 2019-2020	1st Nine Weeks 2020-2021
Curriculum/Instructional Resources	<p>There were several opportunities for children to continue learning even when they were not in school. We provided 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 encouraged you to set aside time each day for students to continue learning throughout this absence from school.</p>	<p>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.</p> <p>The pacing guides are NCSCOS-based and blend the use of:</p> <ul style="list-style-type: none"> ○ Letterland (K-2 phonics) ○ Tumblebooks ○ Tumblemath ○ NC Tools for Teachers Resources ○ Curriculum Associates (iReady) ○ HMH ○ NewsELA
Learning Management System (LMS)	<p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> ○ 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	<p>In the Spring of 2020, the district released suggested class time and workload requirements for students. These time requirements included review, coursework, and homework practice. In addition, staff could not require students to be online at a certain time of day. Having an asynchronous learning format allowed students</p>	<ul style="list-style-type: none"> ● 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 and School Improvement Team)
- 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

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

	<p>professionals will be available by email or Google Meet, starting April 6, 2020.</p> <ul style="list-style-type: none"> • 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.) 	<ul style="list-style-type: none"> • 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. <p><u>Student/Parent/Teacher Options for contact:</u></p> <ul style="list-style-type: none"> • 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.)
<p>Technology</p>	<p>The pandemic forced schools into a crash course in online education. Problems piled up quickly. 'We found it hectic and stressful.'</p> <p>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.</p>	<p>Technology can vary in impromptu remote learning environments. If schools allow students to take home devices, then the students should be ready to learn.</p> <p>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</p>

		<p>teacher or other location), is one way to continue schooling during a crisis situation.</p> <p>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.</p> <p>https://docs.google.com/document/d/1vrRyBTR-7CV2R5-vhgyNDNfiYDczIEHMyNBhUtXhDA/edit?ts=5f19ece3</p>
<p>Monitoring</p>	<p>Administrators monitored courses and instruction broadly.</p>	<p>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.</p> <p>Also, curriculum supervisors, instructional coaches and PSRC mentors will conduct daily observations for effectiveness and provide on-going coaching.</p>
<p>Grading</p>	<p><u>Elementary Students-Grades K-5</u></p> <ul style="list-style-type: none"> • 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. <p><u>Middle School Students-Grades 6-8</u></p> <ul style="list-style-type: none"> • 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. • Academic and social/emotional feedback will be used to help transition students into the 2020-2021 school year. 	<ul style="list-style-type: none"> • 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. • Teachers should be provided 24 to 72 hours to complete grading of assignments, depending on length and complexity.

	<ul style="list-style-type: none"> • 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. <p><u>High School Students-Grades 9-11</u></p> <ul style="list-style-type: none"> • 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. <p>Option 1:</p> <ul style="list-style-type: none"> • 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. <p>Option 2:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 questions 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.
<p>High School Courses/Internships</p>	<p>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.</p>	<p>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.</p>
<p>Attendance</p>	<p>Attendance expectations were present, but were not consistent.</p>	<ul style="list-style-type: none"> • Attendance expectations will be consistent and applied in each learning environment.

		<ul style="list-style-type: none"> • Student's attendance is based on submission of the assignment, participation, and/or communication with 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.	<p>Make decisions about teachers that support pedagogical quality and equity. Equity and Excellence: (Reaching all students and their needs)</p> <ul style="list-style-type: none"> ○ Wifi hotspots to students in need 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 with families and constantly reevaluating each plan.	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.

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.