PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction

REMOTE INSTRUCTION PLAN

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	Catamount School 50Z
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Date Submitted to NCDPI*	7/10/20
	Rev. 7/20/20 cc

*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?

> Consultation for RI plan development with teachers, administrators, and support staff took place through focused discussions for individual subject or content needs and all staff needs during June and July 2020.
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> Consultation with families involved a family remote learning perspective survey of at-home technology infrastructure, time commitment to school work per day, adult ability to facilitate at-home academic support, and resources needed to best engage students and help parents. Feedback was also provided by parents during in-person meetings regarding spring 2020 RI to inform 2020-2021 RI.
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> Consultation with the community partner, primarily the partnering LEA involved cooperative planning for technology needs, student nutrition, and transportation. This plan is being established in conjunction with an Environmental and Safety Committee which will consider health, safety,

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cleanliness, and transportation factors for Fall 2020.
The completed plan will be communicated to all parties through electronic publication on the school web site and linked to social media.

2. How is your PSU training 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? The Plan shall identify 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.

The Catamount School (TCS) serves grades 6, 7, and 8 only. TCS utilizes Canvas as the learning management system (LMS) for online instruction and work submission. This LMS is used at TCS during regular face-to-face school instruction and RI. All current teachers are experienced in its uses and features. New staff will be trained prior to the start of school.

Online instructional web based resources also include Imagine Math, Khan Academy, Spring Math, and Brain Pop. All students and teachers will also utilize assigned Microsoft One Drive and Outlook accounts to communicate, share, and work collaboratively (synchronously and asynchronously). Zoom is will be used as the primary platform to provide synchronous RI and learning.

Offline instructional resources and assignments are provided through downloading materials to student devices while on school campus, loaded flash drives and hard copies delivered to students. Class texts, hardcopy printed materials, novels, and other literature materials needed for student learning will be provided to all students as needed.

Link to spreadsheet to identify learning management system(s), online instructional resources, and/or offline instructional resources. RI resources

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.

RI days for the 20-21 school year are planned for scheduled teacher workdays and communicated via the annual calendar. On scheduled RI teacher workdays, teachers will provide an online office hour to be accessed through Zoom or by phone. Additionally, teachers will communicate via email e-mail, and Remind.

The schedule for teachers and non-certified staff will follow the regular school day schedule. Teachers will be available for asynchronous communication between 8 and 3:00. Synchronous communication will be assigned for one designated hour during the day and will be set to not overlap with another teacher to allow student the ability to meet with each teacher they may need. The role of the teacher on RI days will focus on providing narrative feedback to students.

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?

Current families were surveyed through Qualtrics with some students indicating limited home connectivity. Future students will be surveyed upon official enrollment.

Students and teachers will be able to download materials needed while on campus in advance when

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needed. An outside Wi-Fi zone is designated in the front school parking area. Printed texts, hardcopy of printed materials, and any specific supplies necessary for student learning will also be provided for all students as needed.

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?

Within our lab school partnership with Jackson County Public Schools (JCPS), the JCPS Technology Department has worked with local governmental agencies to develop a list (with a map) of all areas of public Wi-Fi access.

Additionally, work will continue between TCS and JCPS with other community organizations to place mobile Wi-Fi units in certain areas where internet access is limited. Collaborations with local internet service providers such as Morris Broadband and SkyFi internet have helped to provide families with public access points and in some cases reduced fees.

Additionally, child care will be a concern in our community on remote learning days. JCPS will post information on local childcare options for preschool and school age children for remote learning days on the district website. TCS will provide this information on the school social media page. Historically subsidized and private childcare options have been offered in the following locations: Cullowhee Recreation Department, First Baptist Church Sylva, Southwestern Child Development, and Boys and Girls Club of the Plateau.

The TCS calendar will be published online and sent home with students. This calendar outlines the five required remote learning days built into the calendar. If a school closure is warranted for an extended time due to COVID-19, this information will be communicated to community partners via the district website and district social media.

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

PLC are scheduled weekly to plan, collaborate, and communicate lessons for remote instruction. Lessons and assignments delivery will follow the guidelines established from staff and family feedback regarding remote instruction. This includes considerations for the amount of work, time per day committed for independent student work, teacher supported synchronous and asynchronous contact, student screen time, and parent ability to facilitate student learning at home.

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?

During the first ten days of face-to-face instruction, all students will receive direct instruction and training, including practice activities, in the use of the remote learning management system and communication resources in preparation for remote learning. These systems include Canvas, Zoom, Microsoft One Drive and Outlook, and content area online resources for student activities.

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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.

> TCS recognizes the need to ensure student capacity for effective technology use in education during remote learning. To plan the effective use of the five remote instructional days that are scheduled throughout the 20-21 school year, TCS will engage students in the technology standards presented by ISTE. These standards will be shared with students through the LMS Canvas in student friendly language.
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> The ISTE learning standards are:
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> 1. Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
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> 2. Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
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> 3. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
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> 4. Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
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> 5. Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
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> 6. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
>
> 7. Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
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> Link to the ISTE standards in detail may be found here: https://www.iste.org/standards/for-students
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> These standards will be presented by all teachers in collaboration on the scheduled RI days.

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.

> The North Carolina Department of Public Instruction's focus on technology and computer literacy in grades K-8 in ensures integration into the core academic areas (English Language Arts, Mathematics, Social Studies, & Science) in order to support students & teacher leaders in the teaching & learning of this area. As such, student will engage in the ISTE standards to developed a product that demonstrate their knowledge and understanding of the identified standards.
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> To ensure that all standards are addressed across subject areas for student learning, students will be given a pre-developed formative assessment. The teacher's role, as stated in section 3 of this plan will be to focus on narrative feedback to each student upon completion and submission. The

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> standards, time line, and criteria for measurement will be provided prior to each scheduled RI day in LMS Canvas.

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.

The Catamount School will ensure that students with disabilities have equal access to the remote instruction provided and that remote specially designed instruction is provided in a manner consistent with each student's individualized education program (IEP) or 504 plan. Remote learning day supports are provided 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. We will utilize Remote Learning Contingency Plans (RLCP) for each student with a current IEP or 504 Plan. The RLCP is an addendum to a student's IEP or 504 and contains the remote instruction services that will be provided to each eligible student. The RLCP will be developed by September 30, 2020. Remote Learning will be used to provide services (if necessary) to eligible students until a new Remote Learning Contingency Plan is developed by IEP or 504 teams through a virtual meeting, or can be added to a student's current IEP/504 plan without a meeting with parent consent and documented approval of developed RLCP

Components included in the Remote Learning Contingency Plan for students with 504 plans
●Accommodations Needed for Remote Learning
●Assistive Technology Needed for Remote Learning

Components included in the Remote Learning Contingency Plan for students with IEPs
●Parent Communication Plan in Remote Learning
●General Education Participation in Remote Learning
●Critical Goals during Remote Learning
●Specially Designed Instruction
●Related Services
●Accommodations/Modifications Needed for Remote Learning
●Assistive Technology Needed for Remote Learning
●Transition Services
●Progress Monitoring

EC Service Providers (Case Managers and Related Services) will document all services on a Service Delivery Documentation Log to include the following
●Date
●Subject area/Goal
●Mode of Remote Learning
●Provider
●Service Time
●Service not provided (reason)

The mode of remote learning for students with disabilities will be comparable to what the district offers to students participating in general education settings (video conference, telephone conference, print material, online material, or learning management systems).
It is understood that even when the district acts in good faith to provide all students with meaningful access, the very nature of a student's disability or other circumstances may impede the ability to

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meaningfully access specially designed instruction during times of remote learning. In this instance, an IEP team will convene a meeting to discuss options and eligibility for Extended School Year and/or Compensatory Education Services.

Referrals, Evaluations, and Eligibility during Remote Learning
The Exceptional Children's Department will continue to accept Child Find Notifications and Referrals for students suspected of having a disability during remote learning. Meetings can and will be held in a virtual meeting space with parent permission. Some evaluations cannot be completed in remote learning spaces and therefore IEP teams will collaborate to reach mutually agreeable extensions of time to complete required components for determining eligibility. If 90-day timelines are not able to be met due to extended remote learning requirements, the IEP team will consider the impact of the delay at initial referral and the need for Compensatory Education.

Supporting Documents: EC Contingency Plan
504 Contingency Plan
Parent Letter
Service Delivery Documentation

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?

Classroom teachers will provide a schedule Zoom meeting to support students during each of the five scheduled RI days. On these days, students participating in the Zoom meeting will be marked in attendance. Student who are not able to attend the scheduled Zoom meeting will be contacted by teachers via phone, email, or Remind to confirm attendance. TCS will then follow PowerSchool Technical Guidance in reporting attendance to adhere to NCDPI Guidelines on remote instruction days.

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?

Remote instruction will not be planned for non-teacher workdays. However, teacher/student/parent communication is needed for effectively support students during instruction and learning during RI days. TCS faculty will be use Zoom, email, phone, and Remind as the primary communication between students, teachers, and parents during RI.

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

To support student on RI days, account log-in and limited software support will be provided by TCS staff. Hardware support will be directed to JCPS IT. A link will be added to the tech support page on all JCPS maintained student devices.

Device issues that may arise during a period of remote learning will also be supported by providing the remote support mentioned above. Additionally, JCPS has boxes at each school for device drop-off for repair. Inside the box are gloves and wipes. Devices are wiped down and placed inside the box. A new device is given to the student. JCPS Technology will pick up the broken device 72 hours later and fix then return to the school to be given as a replacement device for the next repair. This means that the student will not go without devices while they are being repaired.

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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 Catamount School has 0% English Language Learners.

   b. Academically and/or Intellectually Gifted learners

Service delivery for TCS AIG students will be adapted to a remote environment instead of a face-to-face environment while mostly keeping the content of the service delivery the same. Students will continue to receive high quality differentiated instruction from the classroom teacher. Content modification and special programs will remain the same to inform students, families, and staff of the expectation of continued participation and growth for the student during remote learning.

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

Students served under the McKinney-Vento Act will be provided direct support from the TCS homeless student liaison. Due the unpredictable and varied nature of homelessness on students and families, support will be provided on an individual basis based on the specific needs of the student and family.

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

The Catamount School is a single site school system operating as the lab school of Western Carolina University. Limitations for implementation of quality remote learning are primarily student internet access. Many students and their families have limited or no online capacity at home due to issues with broadband access and cell service in the mountains. This issue is addressed in other sections of this plan by providing on-campus and community Wi-Fi access, downloading materials to student devices prior to RI days, and providing texts, printed hard copy materials, and other supplies for student learning on RI days as needed by students.

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.

TCS will provide students, parents, and families strategies, tips, and behaviors to support success. For students, teachers will begin teaching how to access remote learning during the first days of school for the year. Teachers will acquaint students with how to access academic help, how to contact their teacher, and how to utilize technology help during RI days. For families, TCS will provide information via OneCallNow phone messaging system, Remind app, and district social media sites.

Families will also be provided information from the NCDPI remote learning resources for families resource - https://sites.google.com/dpi.nc.gov/remote-learning-resources/home/parent-resources?authuser=0

Parent instruction for Canvas will be provide to support parent understanding of the LDM.

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

> Educator Preparation Programs – NC laboratory schools incorporate clinical experiences for students in preparation programs. At the Catamount School, these placements include undergraduate students in a variety of teacher education as well as graduate students in principal preparation, school counseling, school psychology, and clinical psychology. This fall there will be no face-to-face placements for early field experiences in teacher education, but some students will be involved in remote instruction. Interns in middle grades, inclusive education, and health and physical education will be placed at the school. These placements will incorporate social distancing and the same protocols that teachers and students follow. Additionally, counseling and psychological services will still be provided via email, zoom, phone call, and live remote sessions for both therapeutic and assessment/diagnostic services.
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> H/PE – Physical Health and Wellness is a main tenant of the TCS whole child mission. During RI days H/PE will also remain a focus for students to engage in. During RI days student will be encouraged to participate in a self-selected physical activity and document it through a journal entry.

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