



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	Brunswick County Schools
Superintendent/Director	Dr. Jerry L. Oates
Remote Instruction Plan Coordinator	Name: Molly White Title: Assistant Superintendent Email Address: mewwhite@bcswan.net Phone Number: 910-253-1002
Team Members Responsible for Remote Instruction Plan	Debra Bair (Technology), Dr. Michelle Bennett (AIG), Darrell Cheers (Curriculum and Instruction), Jennifer Damin (Professional Development), Acacia Dixon (Instructional Technology), Stephen Foster (Human Resources), Meredith Lloyd (Student Services), Dr. Leslie Newman (Advanced Studies), Melissa Quinlan (Exceptional Children), Amanda Richardson (Accountability), Patricia Rourk (Federal Programs), Daniel Seamans (Communications), Molly White (Curriculum and Instruction)
Date Submitted to NCDPI*	July 14, 2020

*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?

It is imperative to the Brunswick County School’s Remote Instruction Team that it shares and receives stakeholder feedback and information regarding procedures and planning for remote instruction. Wednesday, June 24th, 2020, a remote stakeholders meeting was held with over 50 participants. Invitations

Public School Unit:

Brunswick County Schools

were extended to Teachers of the Year from this past school year and current nominees, Executive Parent Advisory Council representatives, community members from migrant services and the Department of Social Services, Instructional Coaches, principal grade span representatives, and central services directors.

During this virtual meeting, presentations were given for each component by the team member(s) responsible. Stakeholders were provided a Google Survey and offered the opportunity to either accept the component as written or provide suggestions in the form of feedback. Based on the feedback from surveys, a second draft of the plan was completed the week of July 6th and shared again for final review.

It is important to the team that all staff and stakeholders have access to the remote instruction plan specifics and the tools to be used within this plan. Brunswick County Schools (BCS) will utilize email, virtual meetings, the BCS website and the Blackboard Communication Tool to deliver expectations, instructions, and updates. BCS has sought and applied feedback both this spring and summer through surveys for parents, teachers, students, and the previously mentioned stakeholders.

The key communicators of this plan are the Remote Instruction Team and stakeholders who have access to accurate information regarding the district and school plans. These individuals will be trusted sources who have access to broad audiences. We are proud that these key communicators have taken on this responsibility and value their time tremendously. These stakeholders understand that we have sought out their feedback in an advisory capacity. The remote learning team appreciates that communication is only deemed effective when information is delivered, received, and as a result, stakeholders have a common understanding.

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.

Professional Development for Remote Instruction Resources: Formal and informal professional learning opportunities will be available to meet the needs of Brunswick County Schools' teachers and staff regarding the effective use of remote instruction materials.

- Formal professional development (PD) will be provided using Google Classroom as the PD learning management system. In the Remote Learning Professional Development Google Classroom, teachers and staff will complete seven modules for the following topics: Protecting Student Data Privacy; Copyright; Digital Citizenship, Best Practices for Video Conferencing, Teacher Time, Engage Me!, Content and Assessment. To personalize the learning and assess teachers' needs, teachers will take a pretest for each of the seven PD topics. If a teacher passes the pretest with an 80% or higher, the teacher is exempt from the learning module.
- Informal professional development will be provided to teachers based on their specific needs. The Instructional Technology Facilitators will be available to provide personalized training for individuals or groups of teachers based on their specific needs.
- Professional development opportunities will be shared out to teachers using the Instructional Technology and/or the Professional Development webpages on the Brunswick County Schools'

Public School Unit:

Brunswick County Schools

website as well as in emails from the Director or Instructional Technology and/or the Director of Professional Development.

Learning Management Systems, Online Instructional Resources and Offline Instructional Resources:

Brunswick County Schools encourages teachers to use the technology tools and resources vetted and selected by the district to support standards, curriculum, content and pacing. Grade bands have targeted resources that are purchased and supported by the district. Teachers are encouraged to focus on these vetted resources as primary support resources for their remote instruction to simplify the number of technology tools teachers, students and families need to learn. Tools are accessed via the Clever portal for ease of use and consistency. All teachers in grades K-12 have access to Google Classroom. In addition, K-3 teachers have the option of using SeeSaw and 9-12 teachers have the option of using Canvas. Instructional Technology Facilitators work directly with teachers to plan and implement instruction including learning management systems, platforms and tools. Refer to the Brunswick County Schools' Resources spreadsheet.

Expectations for Teachers/Staff Connecting with Students During Remote Learning: Teachers and/or staff are expected to connect with students through remote learning and instructional resources to ensure direct instruction as well as timely and specific feedback as students learn and complete tasks and assignments. Teachers will connect with students in real time by using synchronous learning times and offering scheduled office hours. Teachers will connect with students during asynchronous learning by monitoring student work submission, providing timely and specific feedback and documenting student progress in PowerSchool Gradebook.

Process for Student Submission of Completed Work: Teacher lesson plans for remote learning experiences should include measurement of the learning target and expectations for completion of student work. Teachers will be responsible for monitoring student work submission. Teachers will utilize the PowerSchool Gradebook to document submission of work. Principals should routinely monitor these plans and outcomes.

Communication with Stakeholders: Information on Brunswick County Schools' resources will be located on a central webpage for easy public access www.bcswan.net/RemoteLearning. Printable pages with resource information will also be available in advance for students to take home to parents and/or guardians who do not have internet access.

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: Certified staff will continue to work no less than 7.5 hours on remote instruction days. Schools, with central office approval, may shift or distribute the remote instruction hours in ways that best support their students and staff while maintaining the required number of total hours. The remote instructional day may be a combination of direct interaction with students, asynchronous engagement, and/or lesson preparation.

Public School Unit:

Brunswick County Schools

Teacher Work Day: Teachers may not use annual leave on a remote instruction day that is designated as a required teacher workday. Teachers who wish to use annual leave on a remote instruction day that is designated as a non-required teacher workday must submit to their supervisor their instructional resources for approval one week before the scheduled remote instruction day. The content must be sufficient to cover the time designated for direct interaction and asynchronous engagement for student learning. 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. If this point of contact is not submitted at the time of approval, the annual leave will be denied.

Administrators: On remote instruction days, school administrators must create a plan that will cover the main duties for the remote learning day. 1) Logistics of remote learning for students - are there 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 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. 4) Administrators will monitor to ensure teacher expectations are being met during and after remote instruction days including documentation for attendance and grades in Power School.

Instructional Support Personnel:

School Counselors will use the virtual and/or telephonic platforms to convene groups of students as they would in a face-to-face setting. School Counselors will facilitate small groups, lunch bunch groups, individual sessions, and classroom lessons as they would during in-person instructional days. School Counselors will utilize online communication systems (ie, Google Classroom, Remind App, and Class Dojo) to interact with students and parents and to provide important updates. School Counselors may also use online and/or telephonic platforms to facilitate parent meetings for IST and Section 504 needs. High School Counselors will use online and/or telephonic platforms to complete registration, scholarship applications, academic monitoring, and all procedures typically completed face-to-face.

School Social Workers will work with schools to compile attendance data from the remote instructional day to assess how absent students could be supported in attending future remote instructional days. School Social Workers will continue to monitor and support student and family needs such as accessibility to food, housing agencies, and community support for mental health. School Social Workers will collaborate with School Counselors and School Administrators regarding individual student needs and follow-up appropriately on students who are not engaged in remote learning. School Social Workers will continue to assist staff in agency referrals (DSS, law enforcement, mental health).

Instructional coaches will work with teachers and administrators to provide support 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. Instructional coaches will facilitate scheduled Professional Learning Communities (PLCs) throughout the year to support teachers in planning for remote learning as well as prioritizing coaching cycles that focus on remote learning.

Public School Unit:

Brunswick County Schools

Instructional Technology Facilitators (ITFs) will meet with teacher PLC groups and individual teachers to integrate digital learning tools in remote learning experiences. In addition, ITFs will work with teachers to implement opportunities for student practice prior to remote learning days. Upon request, ITFs will model and/or co-teach during remote learning experiences. Additionally, ITFs will provide necessary technical support to teachers and students especially with regard to resource access and usage. ITFs may also support school administrators in their implementation of remote learning days as needed.

Related Service Providers will provide specialized instruction to students with disabilities through use of teleconferencing, video-conferencing through on-line platforms, print material/work packets provided to the home environment or uploaded with provider follow up through a teleconference or on-line platform. Related Service providers will collaborate with general education teachers and exceptional children teachers for instructional planning. Related Service providers will provide support for accessibility planning and accommodations during remote instruction implementation for students with disabilities. The implementation of specialized instruction, related services and any needed accommodations will be prescribed accordingly by the student's individual learning plan as developed by the IEP team.

AIG Program Specialists - AIG and other Advanced Studies teachers, such as those working with Honors and Advanced Placement courses, will be expected to follow the same general guidelines for the Brunswick County Schools' Remote Learning Plan and the district's approved 2019-2022 AIG Handbook and Policy Manual. This plan addresses staff roles and expectations for remote instruction days in order to ensure that these AIG and Advanced Studies' teachers address and promote rigor, learning differentiation, extension and acceleration, enrichment, student authenticity and choice particularly in reading and writing activities, embedded social and emotional needs, creative and critical thinking and problem-solving, blended learning using technology tools and platforms with other more common modes of learning as well as opportunities for independent study, mentorships, and internships wherever possible and safe. Throughout this process, AIG and Advanced Studies teachers will reinforce virtual online classes using approved digital tools to organize specific types of student groupings and specific needs.

Teachers: All instructional staff will have a role in the remote instructional day. Schools will plan for students to receive instruction in core and non-core subjects during the course of remote learning time. For example, Schools may utilize core and non core teachers to facilitate small group break-out sessions conducting a "reading circle" with groups of students, providing brief transition breaks (e.g., short exercises to get students moving, a brief discussion about a famous work of art or artist, learning some useful phrases in a foreign language, etc.), or other educational opportunities that are enhanced by all course offerings.

Classified Staff: The District and schools will have a plan for ensuring meaningful work for classified staff during the remote instructional day. BCS will 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 will 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 employees' relative health risk is factored into the designation process. Schools

Public School Unit:

Brunswick County 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. Teacher Assistant duties will be defined by the school principal and the teachers they support.

Bus Drivers: Staff serving students through the transportation department will be offered General Light Duty assignments at area schools. These cleaning assignments can include (but not limited to) Interior/Exterior building maintenance. Cleaning windows; ledges; polishing surfaces; dusting, sweeping; dust mopping; mopping; removing gum from desks & tables; litter pick-up on campus grounds; and disinfectant fogging. Drivers will be asked to thoroughly clean and disinfect the bus that is assigned to them.

School Nutrition Staff: District staff will be offered additional training on sanitation, food safety and updates from CDC on proper protection from the COVID-19 virus. These days will also be used to implement increased cleaning and sanitizing of kitchen equipment and dining areas. We plan on offering workshops on leadership training and opportunities for staff to become Manager/Assistant Managers in the future.

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?

Home capabilities of students and teachers has been determined using both stakeholder surveys and activity and access data during the Spring 2020 remote learning days. Student portal data indicated that approximately 90% of BCS K-5 students accessed online resources during the Spring 2020 remote experience. Additionally, parent survey data indicates that 10% of respondents don't have reliable internet access. BCS will continue to track student access data and survey stakeholders at regular intervals. The greatest barrier is in providing access to this 10% of the population.

The district is partnering with local Internet Service Providers to seek information on discounted services that are available to homes during this global pandemic. In addition, the district has the capability in place to provide open air areas of access on all our school campuses. Wifi transmitters are positioned to reach parking lots in all schools and to reach activity fields at the 3 traditional high schools. The district is prepared to set times and guidelines to access this wifi should the need arise. Finally, community partnerships will be established to locate and share other locations of free wifi access.

Flash drives and Chromebooks can be equipped for offline access to specified programs for student use. While this does not include many of our online resources, it does include some of the Google Suite applications. Professional development will be provided for teachers on using this feature. Additionally, teachers can provide print accommodations for students and several resources have print resources already available.

BCS will actively use phone calls, social media, news media, and the district website to communicate with stakeholders externally.

Public School Unit:

Brunswick County Schools

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?

Brunswick County Schools will continue to look for options available to families while the classrooms are closed to students on remote learning days. Information on resources will be located on a central webpage for easy public access(www.bcswan.net/RemoteLearning). Printable pages with resource information will also be available in advance for students to take home to parents/guardians who do not have internet access.

BCS will work with community partners to prepare for days when school buildings will be closed to students and effectively communicate the plans with student families.

- Child nutrition: In addition to BCS food service, BCS will coordinate with non-profit organizations like Matthew's Ministry, Wings Ministry, and Brunswick Family Assistance to ensure the at-risk students have community resources.
- Childcare: BCS will reach out to local businesses to inquire if they are willing to provide free, discounted services, or other options to students who need supervision on remote learning days.
- Internet: BCS will reach out to businesses/Chamber of Commerce, Brunswick Community College, BC Govt, Churches and other local organizations to see if they are willing to set up guest wifi access that does not require a password during remote learning days. The BCS Help Desk will also be available to assist students/families during this time with technical support.

We will utilize all BCS communication resources to share information and updates on available resources.

This includes:

- Phone Calls: This resource will direct student families to locations to find information on resources. Families without internet access will be directed to call their school for additional information.
- District Website: This resource will act as the hub for all remote learning information. A page dedicated to remote learning resources will be provided for all stakeholders to review as well as used to provide information to those who don't have access to the internet.
- Social Media: This resource will be used to share information as well as announce updates as well as direct stakeholders to the district website for more detailed information.
- News Media: This resource will be used to share important information regarding remote learning.

Resources:

COVID-19 INTERNET SERVICE OFFERINGS

North Carolina Department of Information Technology has compiled a list of new and existing free or affordable service offerings from vendors across the state.

<https://www.ncbroadband.gov/covid19broadband/>

NC DEPARTMENT OF HEALTH AND HUMAN SERVICES - Child Care Resources

<https://covid19.ncdhhs.gov/guidance>

BRUNSWICK COUNTY SCHOOLS REMOTE LEARNING RESOURCE PAGE

www.bcswan.net/RemoteLearning

Public School Unit:

Brunswick County Schools

BCS HELPDESK:
helpdesk@bcswan.net

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

Effective design and delivery of remote instruction lessons within professional learning communities should be reflective of the seven instructional design principles: 1. Instructional Time, 2. Connection to Families & Students, 3. Student Engagement Aligned to Standards, 4. Equity, Choice, & Flexibility
5. Feedback on Student Work 6. Collaboration among Students 7. Social & Emotional Learning

Brunswick County Schools promotes the use of Professional Learning Communities (PLCs) for educators to collaborate and share resources that create engaging lessons that address the NC Standard Course of Study. Each school within Brunswick County will develop a School Based Remote Learning Plan. This plan will be used to guide the instructional planning for each small group of teachers assembled as a specific area PLC (i.e. 7th grade team or 7th grade math teachers). The work developed through the PLC will have effective remote instruction lessons, ideas, resources, and activities that are cohesive for students with multiple teachers. School administrators will be actively involved with the assigned PLCs to monitor the balance of the design principles as well as family friendly instruction and feedback. Continuity across the school and grade level will be crucial to student remote learning success.

When applicable, collaborative efforts of a professional learning community can include those from outside the organization such as business leaders, local city/town leaders, community college/university leaders, the religious community, and non-profit organizations. For example, coordinating with the NC State Cooperative Extension.

- How will BCS leverage PLCs to develop remote learning lessons? PLCs will meet no less than once a week before any remote learning day or weekly if continuous remote learning occurs.
- What BCS delivery platforms, methods, resources, etc. will enable teachers and staff to engage in PLCs? If meeting face to face, provide a safe environment that encourages collaboration and consistency for student learners. If meeting remotely, utilizing the Google Platform including Meet, Drive, and Classroom.
- How will BCS gather information on teacher and staff participation in PLCs? School Administration will create a folder where grade/content area PLC notes will be kept and reviewed by central services instructional staff who will be assigned specific schools.

Resources:

- School will utilize the Friday Institutes Instructional Design Principles for Remote Learning document to develop school and PLC plans.
- Schools will consider Tips and Tools for Teaching Remote Learning when planning in PLCs <https://www.freetech4teachers.com/2020/03/tips-and-tools-for-teaching-remotely.html>
- Learning Continuity Webinars <https://ncvps.org/digital-transition/> can be reviewed during PLC meetings to support the differentiated areas of need by each individual team. For example, if the Parent Survey demonstrated a concern in regards to feedback, there are two webinars addressing this topic.

Public School Unit:

Brunswick County Schools

Expectations for Professional Learning Communities

- Established Norms
- DuFour Questions to drive collaboration
 - What do we expect students to learn? (Standards)
 - How will we know they've learned it? (Assessment and Data Analysis)
 - What will we do if they haven't learned it? (Differentiation and Intervention)
 - What will we do if they've already learned it? (Enrichment)
- Focus on being solution and problem solving driven
- Focus on high student engagement activities

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?

Brunswick County Schools is fortunate to have a variety of digital resources available for classroom and remote instruction. With regard to digital remote learning, teachers will have the option to choose between learning management systems based on their grade level and needs of the students. Google Classroom is available for all grade levels, K-12. SeeSaw is also available for grades K-3. Canvas is available for grades 9-12. With teacher input, schools should select their learning management system prior to beginning instruction during the 2020-2021 school year. Additionally, teacher teams are encouraged to collaborate in the use of resources including learning management systems in order to mitigate the number of processes and procedures students must master.

In addition to designated learning management systems, the district has provided a variety of digital tools to support learning. These tools are vetted for standards alignment. Teachers should use the tools identified for their course, content and grade level by the district before adding outside resources. Most district provided tools are accessible via the Clever portal to aid in access and accountability.

BCS will offer learning opportunities for students on accessing and using remote instruction platforms and methods, including how to locate, complete, and submit Assignments. Instructional Technology Facilitators will work with teachers to design and implement instruction that prepares students to effectively use the platforms and digital tools. All students and teachers are encouraged to utilize the Clever portal to access resources in order to aid in simplicity and also to allow for accurate data collection. Video supports are currently available for students and parents on accessing district resources. Additional video supports will be developed specific to learning management systems and the steps within resources for completing assignments. A focus will be placed on how to locate, complete and submit assignments.

BCS will communicate these expectations to stakeholders. We will continue to rely on our Public Information Officer for external communications including social media and web presence. Internal communication will take place via email and PLC meetings with Instructional Technology Facilitators.

Public School Unit:

Brunswick County Schools

BCS will make teaching and learning guidelines available to teachers regarding remote instruction. Schools will utilize the Instructional Design Principles for Remote Learning document to develop school and PLC plans. https://drive.google.com/file/d/1AiUNOkq0SkjXNBGV-S5_kHYayEk8h-OK/view

Student success in accessing and using remote instruction platforms and methods, including how to locate, complete, and submit assignments will be measured using Clever portal data reports, Google Admin data reports, individual program reports, and PLC data. This data will be shared with stakeholders using for internal and external communication avenues including:

- Internal communication will be done via PLC meetings and email.
- External communication will be done via our PIO using phone calls, social media, the district website, and news media outlets.

Instructional Technology Facilitators will work with PLC groups and individual teachers to create opportunities within the classroom for students to practice accessing individual curriculum resources and platforms in order to insure student success during remote instruction. Teachers will provide ongoing practice opportunities.

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.

The process of identifying Learning Targets was a focus of the BCS Instructional Coaching Team this past year. BCS has identified Learning Targets by standard in preparation for Standards Based Grading and this work will now be crucial to driving focused remote learning instruction. Clear learning targets are essential in assessing the learning of students. They provide the foundational framework for all aspects of the learning, teaching, and assessment process.

What is a clear learning target?

- Designed in student-friendly language such as “I can...” and “I know...” statements.
- Demonstrate what students will be able to do.
- Consists of concept (noun), skill (verb) and often a specified context so students perceive the information as interesting and relevant.
- Directly reflect learning goals that are accomplished in a few days at most.
- Specific to what and how with the goal of empowering students to take ownership of their own learning.

Learning targets are best communicated when:

- Posted daily for students to see and are discussed with students at the beginning of the lesson. The student may also make a statement of understanding at the end of the lesson to demonstrate mastery.
- Reviewed with students at the end of the lesson and informally assessed to monitor student understanding.

The following will be addressed when individual BCS schools are developing their Remote Learning Plan and will be implemented through lesson planning in the PLC workgroups.

Public School Unit:

Brunswick County Schools

Curriculum (What are we teaching?)

- Develop lessons aligned to the required standard
- Communicate and post the learning target in student/family-friendly terms
- Select appropriate grade-level materials, resources, and/or platform to support the learning target
- Consider and create aligned lessons to support all learners (ie. IEPs, 504s, DEPs, etc.)

Instruction (How are we delivering?)

- Plans will incorporate modeling opportunities such as the Flipped Classroom to support various learning styles that address the learning target.
- BCS teachers will consider appropriate instructional models based on the learning target/desired outcome
 - Gradual Release “I do, We do, You do,”
 - Inquiry-Based “You do, We do, I do”
- Provide opportunities for student-guided and independent practice with feedback.
- Identify the most appropriate instructional delivery method
 - Teacher-Led
 - Self-Paced,
 - Choice Menus
 - Project-Based Lessons
 - Paper/Pencil
- Include high-quality engaging differentiated activities to support critical thinking and understanding (Blooms, DOK, SAMR, etc.)
- Deployment (Where/When are we teaching?)
- 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 (How did we do?)

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

Public School Unit:

Brunswick County Schools

Using this criteria, school based remote learning plans will be reviewed by school administrators and Central Services Instructional staff. Timely feedback will be provided to address celebrations, recommendations, and corrections.

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.

Instructional time, practice, and application components must support learning growth that continues towards mastery of the standard course of study. This includes work measurement guidelines appropriate to each grade level, including guidelines for submission of assignments and methods to assess and grade learning during remote learning.

Instructional time expectations in a remote setting will differ from instructional time in a traditional face-to-face setting. Considerations to student time in virtual meetings or other conferencing systems should be well-planned and appropriate to the students' learning while also remaining mindful of the social and emotional connection.

Designing student practice and application components that work toward mastery should also include consideration of student and teacher access to connectivity and devices. Both online and offline versions of practice should be made readily available to ensure equity regarding connectivity and devices. Practice toward mastery should include collaboration among students, as students need social interaction and collaborative opportunities in the remote learning environment. Collaboration should happen multiple times each week through standards-aligned, yet simple lessons that can be completed in a manageable amount of time.

Teacher feedback on student work can greatly impact student learning and motivation. Rich teacher feedback is even more critical in a remote instruction environment. Remote learning should consist of ongoing monitoring and formatively assessing students to ensure that student learning continues toward mastery of the standard course of study.

Regular and timely feedback through both virtual and non-virtual means, to support varying access to devices and connectivity, is vital for supporting students in the remote learning environment. Formative assessment options range in type, structure, length, and other ways.

Remote Learning Instructional Time:

- Instructional time will vary based on student level and content area and the following are recommendations for guiding CORE teacher planning. When assigning remote activities, it is paramount that teachers advise how long an activity should take. Having regular and predictable opportunities to connect with students will also help establish routine.
 - Kindergarten through 2nd Grade - A maximum of 90 minutes per day for core subjects
 - 3rd through 5th Grade - A maximum of 120 minutes per day for core subjects
 - Middle School - A maximum of 180 minutes per day for core subjects

Public School Unit:

Brunswick County Schools

- High School - A maximum of 270 minutes per day for core subjects

Student Practice and Application Components during Remote Learning:

- Student practice and application will be aligned to the standards and learning targets will be explicitly stated.
- Engaging activities will be planned that help maintain student interest and assignment completion. Assignments should never be seen as “busy work”.
- Student practice and application will consist of opportunities for students with and without access to devices and connectivity.
- Student practice and application activities will be designed with the understanding that students likely will have limited adult support and supervision.
- Schools and teachers will provide parents with support and resources to assist with student practice and application that will aid in student growth toward mastery of the standards.
- PLCs will develop choice boards and other opportunities for student voice and choice which will aid in increased engagement and a greater flexibility based on students’ access to connectivity and devices.

Feedback to Students During Remote Learning (i.e. Formative Assessment):

- Teachers will provide specific feedback to students in order to support student mastery of standards. Formative assessments of students through various means, such as--but not limited to--virtual exit slips, yes and no buttons through applications, private chats applications, and other digital tools will be utilized.

Grading Practices

- Teachers will use the PowerSchool gradebook to document progress on student remote learning assignments.
- Assignment names will match the Standard/Learning Target in Power School.
- Schools will encourage the use of the Parent Portal and provide tutorials as needed (prerecorded, virtual, face to face).

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.

Provision of Services for Remote Learning: Students with IEPs and 504 Plans will follow the district remote learning plan as designated for all students. The implementation of specialized instruction, related services and any needed accommodations will be prescribed accordingly by the student’s individual learning plan as developed by the IEP or 504 team.

Remote Learning for Students with Disabilities: Remote learning instruction for students with disabilities includes the strategies outlined below. Strategies can be used in combination to provide specialized instruction, related services and accommodations as outlined by the student’s individualized learning plan.

Public School Unit:

Brunswick County Schools

Specialized instruction and the delivery of accommodations will occur through the following remote learning strategies:

- Teleconferencing via phone services with the student
- Video-conferencing to engage in virtual learning sessions through on-line platforms
- On-line learning management systems
- Print material/work packets provided to the home environment or uploaded with teacher follow up through a teleconference or on-line platform to provide direct instruction for the student.
- On-line material provided to the student with scheduled teacher follow up for direct instruction via teleconference or video conferencing
- Learning management systems with scheduled teacher follow up for direct instruction via teleconference or video conferencing
- Exceptional Children Teachers and Related Service Providers will collaborate with General Education teachers and Instructional Coaches for lesson planning

Accessibility for Students with Disabilities:

- Accessibility and access to remote instruction will be determined by the student's individual learning plan as noted in the IEP or 504 Plan.
- Exceptional Children Teachers, 504 Coordinators and General Education Teachers will collaborate through case management meetings, conferencing and PLC to provide students differentiated grade level content with required accommodations and modifications as appropriate based on the student's unique needs and circumstances.

Monitoring Service Delivery for Students with Disabilities:

- Students with IEPs: Service delivery logs will be maintained by the EC teacher(s) and Related Service Provider(s) to document specialized instruction and related services delivered in the remote learning environment. Service logs will document services provided, services attempted, and the student's response to remote instruction in order to monitor progress toward IEP goals.
- Students with 504 Plans: Each teacher will maintain an accommodation monitoring form to document accommodations were provided during remote learning instruction.

Student Attendance/Participation in Remote Learning:

- All students will follow attendance and grading procedures as designated by the district.
- Brunswick County Schools will make every effort to provide students with disabilities meaningful access to remote instruction. IEP teams and 504 teams will address accessibility factors, implementation efforts and concerns for the delivery of remote instruction.

Parent/Guardian Permission for Group Remote Instruction:

- Students with disabilities may receive small group, specialized instruction in a video conference format. Brunswick County Schools respects the right for student confidentiality as it pertains to the learning environment. Parents/Guardians can complete the Parent Opt-Out Form in the event that the family chooses to opt-out of group remote instruction due to confidentiality concerns. Alternative means of student participation will be determined in conjunction with the parent/guardian for those who wish to opt out of group remote instruction that is delivered through an on-line format. .

Public School Unit:

Brunswick County Schools

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?

How will BCS communicate attendance procedures to stakeholders? Teachers will be informed by their administration as well as district leadership on the expectations for documenting daily attendance. Procedures will be communicated to students and parents via established channels (i.e. Mass Notification System, Newsletters, school website, etc). Teachers will also reinforce procedures with students and families throughout the year.

Recommendations for communication include, but are not limited to:

- Information in Back-to-School/Orientation resources
- Information in weekly principal calls
- Every teacher will add to Beginning of the Year class information and Newsletters
- Remind parents/students before a remote learning day
- Information will be posted to the District and School's website
- Reminders will be shared via social media

How will BCS monitor to ensure attendance protocols are being followed? School Data Managers are responsible for monitoring attendance. Data Managers will share Remote Learning Attendance with Principals and Teachers as needed.

How will BCS track and report attendance on remote instruction days? On remote learning days, daily attendance must be taken in the student information system, PowerSchool. A student is considered present for daily attendance during a remote learning day:

- If a student completes their daily assignments, either online or offline; and/or
- If a student has a daily check-in, a two-way communication, with the appropriate teacher(s):
 - In grades K-5, homeroom teacher
 - In all other grade levels, each course teacher as scheduled

NOTE: A student cannot be considered absent solely due to not logging into an online resource/lesson on a remote learning day.

Brunswick County Schools is utilizing the Remote Instruction Day/ Teacher Work Day calendar.. Per the BCS School Calendar, Remote Learning Days occur on required or non-required workdays. PowerSchool calendars will reflect this designation and will be marked as In-Session for students.

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?

Public School Unit:

Brunswick County Schools

BCS teachers and staff have access to both Google Meet and Zoom in order to provide office hours, video conferencing, and phone-in access.

- Dial-in access to these platforms should be utilized for students who do not have online access.
- Teachers will designate 'office hours' daily on remote learning days not designated as a teacher workday using these platforms.

The BCS Help Desk is available via phone for students, parents, and staff.

- Help Desk staff have the ability to remotely access devices in order to provide additional support.

Students may communicate with teachers via email. Teachers are expected to respond to student email during the same day if received prior to 2:00 pm and within 24 hours otherwise on remote learning days not designated as a teacher workday.

Teachers will designate 'office hours' daily on remote learning days not designated as a teacher workday using these platforms.

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

The BCS Technology Help Desk (910-253-1095) or (helpdesk@bcswan.net) will be available during this time and calls will rollover to additional technology staff as needed. Google Hangouts is utilized for online chats and Quick Assist or Google Remote Desktop for remote screen sharing. In addition, support videos and job aids are available at www.bcswan.net/BCSTroubleshooting. This page includes links to videos including logging in, accessing wifi, and individual digital resource information.

Information is shared via the Public Information Officer via social networking, web presence, and automated calls. A specific troubleshooting page has been established at www.bcswan.net/BCSTroubleshooting.

Training sessions will be conducted quarterly with Instructional Technology and Technology Services staff on the district software and services used during remote instruction times. Damaged or malfunctioning devices may be exchanged at the school locations for working devices. BCS staff will continue to use the existing Technology work order system for repairs and/or replacements if needed.

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

As part of district procedures, all students have access to a device for use at home and/or the use of printed packets. English Learners staff communicate directly with families and serve as liaisons with school staff to ensure needs are addressed. All district and school communication is translated by district personnel.

b. Academically and/or Intellectually Gifted learners

Public School Unit:

Brunswick County Schools

BCS will provide the continuum of services in the 2019-2022 AIG Handbook and Policy Manual. AIG identification during remote learning will focus on broadening identification and access by careful use of multiple data sources, and until a comprehensive testing process can be completed, students will be served through classroom differentiation for enrichment, acceleration, and extension. Instructional plans will incorporate the Seven Instructional Design Principles for Remote Teaching and Learning, and AIG and Advanced Study personnel will continue to differentiate instruction with learning opportunities to enrich, extend, and accelerate the NC Standard Course of Study for AIG and advanced learners and to find ways to support their social and emotional learning needs during these remote learning situations. AIG and Advanced Studies personnel will meet in Professional Learning Communities regularly to communicate and collaborate, developing remote instructional plans that are supported by the Instructional Staff and monitored by administration. Expectations for students and teachers will be communicated to all stakeholders through the AIG website, newsletter, school-family communication, teacher professional development sessions, and teacher instructional plans.

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

As part of district procedures, all students have access to a device for use at home and/or the use of printed packets. School Liaisons (School Social Workers and School Counselors) work directly with families to address food instability, to locate resources for housing and clothing, and to assist in connecting families with community agencies for mental health support. For the upcoming school year, the school liaisons will complete documentation surveys to more formally monitor provision of services.

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?

Brunswick County Schools Limitations:

- Approximately 10% of BCS families face connectivity issues.
- Time has been reduced at the start of the school year for educator professional development
- Instructional resources/digital content (instruction vs assignment in a virtual classroom)
- Child Care (Community and Employees)

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 district has created a matrix for remote learning behaviors, to address both online and non-virtual instructional environments. Each school will integrate the district expectations and rules into the current school-wide PBIS matrix. Guidance documents for schools address behavior expectations for universal, supplemental, and intensive tiered support environments, as well as referral protocols for SEL and crisis intervention needs.

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

Public School Unit:

Brunswick County Schools

Kindergarten Registration and Transition : The district has used multiple outlets and opportunities to notify parents of the kindergarten registration procedures, which are now handled through a secure online enrollment platform adopted by the district. A plan exists to address barriers such as technology limitations, internet access, and language. Schools individually created videos for incoming kindergarteners and have outlined options for parent communication and kindergarten orientations.

Career and College Promise: CCP students are enrolled in courses either online or seated. It would be a seamless transition for most of the college classes to switch to remote learning. The only exception would be the classes where face to face instruction is required for labs (ex: welding). In that case, all content that could move online would continue and labs would resume when allowed by state guidelines. Brunswick Community College CCP students have moodle accounts set up for each course. Within Moodle the course syllabus, assignments, assignment due dates, and test dates are posted. Any change in class schedules will be posted in moodle. Students will receive their books, either a hard copy or an e-book, for each of their courses. If students taking seated courses are switched to remote learning and need a device, they will use the device assigned by their home school. Using the computer program AVISO the CCP Coordinator and Career Coaches will continue to monitor grades and attendance daily of CCP students. If a student is identified as needing support, the student will be referred to the ACE lab for tutoring. Tutoring will be conducted remotely through Zoom sessions, phone conversations or other means of communication. Students can email their course instructors with questions and will receive a reply within 24 hours from that instructor. The Career Coaches or CCP Coordinator will notify students of changes or general information updates using the Remind application. This program allows students to ask general questions to the CCP staff. Students will also have the opportunity to ask questions during the daily Zoom CCP Café, hosted by the CCP Coordinator and Career Coaches. Twice each semester ZOOM information sessions will be held for students and their parents to learn about the CCP program and the opportunities beyond high school. Individually students can contact either the CCP Coordinator or the Career Coach from their high school to have detailed conversations.

Public School Unit:

Brunswick County Schools