



## 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	Asheboro City School System
Superintendent/Director	Dr. Aaron Woody
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Date Submitted to NCDPI*	

\*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).

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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?

Asheboro City School System developed a planning team led by the Assistant Superintendent of Curriculum and Instruction. Each planning team member led a committee for each of the components of the plan. The committees were comprised of lead teachers, media specialists, EC specialists, EL teachers, AIG specialists, principals, assistant principals, central office directors, mental health specialists, school counselors, social workers, and preK -12 classroom teachers that demonstrated high quality remote instruction during our COVID-19 closure period. Members were selected also based on their ability to be key communicators of the plan both internally and externally. Parent and student surveys informed committee work as well as committee member check ins with parents and students for feedback on plan components. Draft is currently open for feedback to all stakeholders.

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.

Our planning team has developed the following training modules for all staff to complete prior to the first student day, August 17, 2020:

- Whole District Training: Teacher Technology Training
- Pre-K - 8: Getting Started with Google classroom
- Effectively Managing your Google classroom:
- High School: Sharpen Your Skills with Canvas:

We have also developed a GoogleSite in the district that houses how-to videos for the learning management system and resources the district has purchased or recommends to be utilized for remote classroom instruction. A Professional Development Plan has been developed that outlines all training opportunities on newly purchased tools for the district.

Two learning management systems will be utilized within the district to provide a consistent platform for students as they travel between classrooms and to provide fewer transitions for families at home. CANVAS will be utilized by students in grades 9-12 and by high school courses taught at the middle schools. Select middle school teachers that have prior training in CANVAS may elect to use CANVAS as well.

Google Classroom will be utilized by preK-8 students. Apple Classroom may be utilized by preK-2 students if this LMS works better once ipads are received and tested.

Note: SeeSaw will be utilized in preK-2 classrooms as a support tool for Google Classroom, but it will not replace Google Classroom as the learning management system.

The [Resource Spreadsheet](#) indicates resources that will be utilized for remote instruction. Offline and online resources are indicated at the tabs at the bottom of the spreadsheet. Please note that some resources are listed in both categories because we have both the print and the digital 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.

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On remote instruction days, teachers/staff are expected to be at school providing remote instruction to students from the school building unless guidelines from the Governor require staff to work remotely from their homes. Leave requested on remote instruction days, teacher workdays or optional teacher workdays will follow the guidelines stated in the NC State Benefit manual. Teachers and staff are to perform duties as outlined in Asheboro City Schools 2020-2021 Remote Work Agreement and follow the time expectations prescribed in Component 8.

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?

#### **Staff Home Connectivity:**

Media Specialists surveyed staff in March 2020 to determine any staff needs for remote learning. New surveys will occur in August 2021. Devices and hotspots will be provided for any staff that need connectivity to work remotely or provide remote instruction.

#### **Student Home Connectivity:**

Our district utilized data from 2018-19 and 19-20 home wifi surveys (60% response rate) to create park and learn internet locations around the district to provide a convenient location close to the students without connectivity. The district received 5 mobile access devices for buses and utilized our 5 activity buses within the community traveling to two locations each day to provide additional connectivity for students. An access map was created with pins dropped for student locations at the high school without connectivity and pins dropped for the park and learn school and community sites. We have a wifi access map that will be updated after the August 2021 survey to determine if the selected park and learn and mobile sites are still the closest locations to students without connectivity. Students that do not have home connectivity will be provided hotspots, with priority given to students with exceptional needs, high schoolers taking courses required for graduation credits, and those that live too far to reach a close, convenient park and learn or mobile internet option.

Surveys will be provided again at the start of the 2020-2021 school year to capture new students and those that did not respond to past surveys. Individual phone calls will be a follow-up to any student surveys not returned. PowerSchool fields will record and report student home connectivity.

#### **Device Allocation Plan:**

All students will receive devices:

- Grades preK-2 students will receive iPads
- Grades 3-12 students will receive chromebooks

The devices will be checked out to the students and travel with that student from year to year throughout the life of the device. Devices will travel to and from school with students. Devices will not be collected during summer so students may continue to utilize them all summer.

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?

The district has a strong partnership with Community in Schools (CIS) and our two organizations work closely to provide Backpack Pals to needy students with food supplies every two weeks. Local churches and CIS collaborate with our lead social worker to ensure families have the necessary food, clothing and

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educational supplies, these groups worked diligently providing these materials during COVID-19 remote learning. We had a district hotline for families to call that needed assistance to meet their basic needs. Families also call this line to alert us if they need food delivered to their homes from our child nutrition center. The hotline is now a permanent resource for our families in our district; however, it has transitioned to an information line.

The ACS Technology Department has led the efforts to determine locations in the community that would provide the most convenient internet spots for students utilizing the ACS Wifi Access Map. The Technology Director and the Public Relations Director have communicated with these community organizations to request using their locations as an internet site for students and others in the community. Internet sites are communicated by our social media platforms, phone messages to stakeholders and by the community sites.

Our district has communicated with all child care facilities in the city and the county to determine which centers have internet connectivity, open slots on our five remote learning days, and open slots in the event of further prolonged closure. We will post this information on our website and ensure parents and teachers have access to this information. We are also communicating to child care centers the expectation to allow students to connect with their teachers and complete assignments by following the schedules provided to them by the child's teacher(s). A spreadsheet with child care center information will be housed on our website and provided to schools.

Partnerships are established with UNCG to provide assistance and professional development to our Hispanic families with our Heritage Language Academy held at North Asheboro Middle School. We have a partnership with Randolph Community College that provides support to Career and College Promise (CCP) students in the event of a prolonged closure to ensure they have the greatest opportunity to earn college credit for their coursework. In addition, RCC staff has worked closely with our Career and Technical Education (CTE) leadership, Apprenticeship Randolph, and industry partners, to adjust the pre-apprenticeship process in response to COVID-19. With access to campus still limited for the summer, RCC rearranged schedules to include online courses, and by adding multiple course sessions to accommodate small groups, so that students do not fall behind in the apprenticeship timeline.

Our superintendent will be working with select community stakeholders to work on a partnership with businesses in the community to support remote learning.

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

In ACS, Professional Learning Communities are called CASAs (Collaboration Around Student Achievement) and the guidelines for Remote Learning CASA Planning Meetings are listed below. CASA meetings foster collaboration for the development of effective remote instruction lessons, ideas, resources, and activities. CASAs are led by Instructional Facilitators (IFs) and administrators. ACS Curriculum Maps support the design and delivery of effective remote instruction lessons.

##### **Norms for Remote CASAs**

- Meet weekly for approximately 30-45 minutes
- Prepare a shared agenda with space for questions
- Record the meeting, with permission, or have a notetaker create detailed notes and upload to an easily, accessible shared digital space.

##### **Suggested Google Meet Etiquette for Virtual CASAs**

- Reply "yes" or "no" to Calendar invites.

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- Be on time.
- Mute your microphone when you're not speaking.
- Be an active and focused participant in the meeting
- Use the chat bar sparingly (unmuting for comments is preferred to typing).

**Remote Lesson Plan Guidance is built on the following seven instructional design principles:**

- **Instructional Time:**  
**Includes Online (Synchronous) and Offline (Asynchronous) Work by Students**

Grades:	Instructional Time (working remotely learning with classroom/teacher):	Independent Work Time (approximately):
K-2	1 hour daily	1 hour daily
3-5	1-2 hours daily	2 hours daily
6-8	1-2 hours daily	2-3 hours daily
9-12	2 hours daily	2-4 hours daily* *AP Courses may require additional time

Note: Component 8 provides a breakdown on lesson requirements to follow during remote learning days due to school closure or the 5 remote calendar days. Recommendations suggest breaks during remote learning settings app every 10 minutes or switch instruction modality for reflection, quick assessment checks, or just a brain break. These breaks help to hold a student's attention.

- **Connection to Families & Students**
  - Teachers will hold **"Office Hours"** for at least one hour a day where parents/students can call or connect via video chat for academic support or clarify any questions.
  - **Online learning modules/tutorials** explaining common digital tools and learning management systems will be developed and continuously curated by ACS teachers for students and family/caregiver use.
  - The ACS district and individual schools will use **various communication methods** (See Component 12 for a Communication Protocol.)
- **Student Engagement Aligned to Standards**  
Lessons will include a variety of activities that allow students choice and/or multiple ways to actively participate in their learning remotely. CASA meetings will focus on ways to design a remote learning space that is engaging to learning (Not just uploading worksheets and presentations for students to click through mindlessly).  
Learning should be personalized by using dynamic resources that adapt to the needs of the learner when possible and/or choice boards. Choice boards are grids or graphic organizers that allows
- **Equity, Choice, and Flexibility**  
IFs and administration will use CASAs to help teachers use best practices for differentiation of the content, product, or process. Working within teams will allow access to high-quality differentiated lessons for all students and not just in some individual classrooms.

Working as a team in PLCs will help teachers to collaborate on strategies that are all about **student choice** with varying levels of preparation.

Low Prep Methods::

- using web tools and sites with texts of different levels
- schoolwork/homework options

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- varied journal prompts, question of the day, Do Now/warm up, exit ticket

#### Moderate Prep Methods:

- Choice of review activities
- Tiered assignments

#### Example:

Tiered Assignment	Time
1. eBook Chapter & Qs	10 min
2. Quiz	20 min
3. Virtual Lab & Reflection	15 min
4. Digital Mini-lesson	10 min
5. Flipgrid Demonstration	5 min
6. **DNA 1-Page Paper**	> 30 min

\*\*ALL students would complete the 1-Page Paper. Depending on student needs, they would complete 1-5.

#### High Prep Methods:

- Digital stations
- Choice boards
- Playlists

#### ● Feedback on Student Work

CASAs will focus on how to provide feedback to students remotely. Feedback is personalized and specific. Teacher teams will work to learn how to improve feedback on remote student work.

#### General guidelines for providing feedback on digital work:

- Make sure the learner knows you are communicating with them, specifically. Use their name.
- Start with something positive.
- Use teacher talk to reinforce the learning activity.
- Offer constructive feedback that motivates the student to continue to move forward.
- Share links to extended learning opportunities.

Annotation tools in Google Docs and Canvas allow teachers to pinpoint and highlight certain areas of text where they can add comments. The goal is to be able to guide the student in ways that are similar to how they can be reached in a face-to-face setting when writing on their actual papers. Learning management systems, such as Canvas, allow for audio and/or video feedback as well.

There are multiple **ways students can get feedback** without the teacher.

- **Self-checklist**-This is a great “safety net” for students to be sure they have what they need in a given assignment.
- **Peer feedback**-Students can use Flipgrid or Google Doc comments to do this.
- **Seek out feedback**-Require students to request feedback from three individuals (this could be parents, older siblings, family friends, etc.)
- **Ask an expert**- Provide students with an email template to ask an expert for their feedback on their work.
- **Collaboration among Students**  
CASA meetings should focus on ways to involve students in the learning and have them

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collaborate with one another on lessons. Peer collaboration can occur through numerous tools as well. To capitalize on the collaborative nature of sharing pictures and short videos on social media, teachers should look to building remote learning tasks that are much like a **show-and-tell model** with safe web tools. Flipgrid is a free tool that allows teachers to create grids by academic topics and is a safe space for learners to record and showcase their short videos. When teams of teachers plan together, a showcase of student learning can go beyond their classroom and lead into grade level, school, or district student collaboration that can be shared with other teachers and/or parents.

**Interactive and dynamic slides** help keep students engaged and collaborating during remote learning.

Teachers can assign students to **meet as groups** during specific times to either work on a collaborative task or to provide one another feedback on their work. This is sometimes referred to as a breakout room. These should be short meetings (15-30 min) and a teacher should be present or check-in frequently to ensure that students are on task.

- **Social & Emotional Learning**

ACS Counselors created SEL lessons for the first ten days of school for secondary teachers and the first 30 days for elementary teachers. These lessons are to be used in conjunction with “circle meets” at the start of the day/course for the first several days. The expectation is to continue using the circle meets throughout remote learning periodically so students are comfortable talking and feel connected within this learning environment.

Some students may need explicit instruction and practice with executive functions (the process that helps humans with attention/focus, instructions, and managing multiple tasks).

- Attention: Teaching students how to use fidgets as tools (not toys), music, doodling
- Task Initiation: chunking by task or time (like the 3-30-3 strategy)
- Working Memory
- Organization
- Planning/Prioritizing

During CASA time, Administrators and Instructional Facilitator(s) are added to each teacher’s Google Classroom/Canvas course within their building, at both the elementary and secondary level. The Career/Technical Education administrator facilitates CTE PLC meetings. IFs at each level and/or department chairs at the high school will provide assistance with lessons and offer suggestions for instructional materials and strategies.

#### CASA Time Expectations

- CASAs will meet at least once per week, for at least 30 minutes, to work with grade level and/or content instructional partners/teams. During extended remote learning periods, these CASA meetings will take place via Google Meet.
- A CASA will be held prior to district remote learning days to plan for remote instruction. (Remote Learning Schedule for 2020-2021: Sept. 23, Oct. 23, Nov. 3, Feb. 15, May 3).

#### Documentation

- CASAs will use Google Docs for collaborative documentation using district/school templates.

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

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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?

Component 7 focuses on teaching and practice opportunities for students on accessing and using remote instruction platforms and devices. Within the first 10 days of school, all students (PreK-12) will receive instruction on the specific skills needed to effectively utilize their devices and learning platforms for remote learning. Elementary schools will use Google Classroom, middle grades will use either Google Classroom or Canvas (based on course content and instructional needs), and high school students will use Canvas.

Students will be given multiple opportunities to practice accessing and using the devices and platforms while in the classroom. Individualized support will be provided by staff as needed. The use of these devices and platforms will remain a regular part of the student's classroom experience to ensure students are prepared in the event of an extended period of remote learning.

To aid staff in teaching the relevant technology skills for each device and platform and to allow students to review such skills at a later date, ACS will maintain a collection of short how-to videos that focus on skills such as accessing, organizing, and submitting digital assignments, communicating with their teacher, joining synchronous lessons, and being capable digital citizens. This collection will be accessible via a Google Site which will be shared with relevant stakeholders.

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.

### **Learning Targets**

Learning targets and lesson content will be shared in the following ways:

- At the beginning of each week, the teacher will clearly identify for students what is to be learned that week, including key learning resources and their locations. These will be shared with students on Sunday (or earlier) for the coming week. Teachers will also share when office hours, online class meetings, and learning lab meetings will occur. Lesson plans will use the following language to differentiate between lesson types:
  - New Lesson (lessons involving new learning)
  - Learning Labs (meetings with individuals or small groups for differentiated lessons to meet academic or social/emotional needs)
  - Review Lesson (reviewing a previously taught concept) in order to help students and parents differentiate between necessary and optional meetings. Times should be kept as consistent as possible from week to week.
  - Examples will be provided.
- As part of each lesson, the teacher must clearly identify the learning target, which should capture what the student will know and/or do by the end of the lesson. This can be shared in writing, or (preferably) as part of the live or recorded video lesson.
- The teacher must also identify resources needed to complete the lesson and where they can be found, step by step directions for lesson completion, what evidence of learning should be submitted, a deadline, and how to submit.

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## Lesson Design

Each remote learning lesson should have the following components:

- A clear learning target that addresses what students will know or do by the end of the lesson.
- A call to learning that launches the lesson and engages students in learning
- Intentional interactive teaching
- Student practice and application with an expectation of teacher feedback on student work
- Assessment

## Remote Instructional Time Expectations

The following chart describes time expectations for teachers and students at all levels for remote instruction days.

	Teachers	Students
PreK-5	<p><b>Daily:</b></p> <ul style="list-style-type: none"><li>• Teachers will be available online (through an open link provided in Google Classroom) or phone conversations to help students with academic tasks for two hours each day.</li><li>• Teachers will hold daily Google Meets for no more than 30-45 minutes in length per subject. These could be for new learning or for review and checking in with students. The teacher should always record the Google Meets and post them in Google Classroom in case students are unable to attend live. (Alternately, teachers in a grade level can hold live or recorded sessions for different subjects and share across the grade level.)</li><li>• Teachers will follow the minimum/maximum work times allocated for each grade level in component 6 on remote days due to closure or the 5 calendar remote days.</li></ul> <p><b>Weekly:</b></p> <ul style="list-style-type: none"><li>• Teachers will share learning expectations with students on Sunday (or earlier) for the coming week, as well as times for lessons, Learning Lab sessions, and office hours. These will be shared on Google Classroom, as well as through Class Dojo.</li><li>• Teachers will set times for tutoring students one-on-one or in small groups.</li><li>• Teachers will put assessments in Schoolnet or Google Classroom so that students can take them online.</li><li>• Teachers will attend weekly CASA meetings with grade level and Instructional Facilitator.</li><li>• Teachers will attempt to contact the family</li></ul>	<p><b>Daily:</b></p> <ul style="list-style-type: none"><li>• Students will access the link provided in Google Classroom or will make contact with their teacher as needed for questions and academic help</li><li>• Students will attend all New Lesson Google Meet or watch the recording and complete the assignments required</li><li>• Students will attend Review Lesson Google Meets as needed</li><li>• Students will spend approximately 1-2 hours for PreK-1st, 2-3 hours for 2nd-3rd, and 3-4 hours for 4th-5th grades daily on remote instruction</li></ul> <p><b>Weekly:</b></p> <ul style="list-style-type: none"><li>• Students will consult Google Classroom or Class Dojo for learning expectations for the week.</li><li>• Students will attend at least one Learning Lab session per week.</li><li>• Students will take assigned assessments online, if applicable.</li></ul>

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	of any students not completing work or attending online sessions	
6-8	<p><b>Daily:</b></p> <ul style="list-style-type: none"> <li>Teachers will be available online (through an open link provided in the LMS) or phone conversations to help students with academic tasks for two hours each day. Co-teachers may hold simultaneous office hours.</li> <li>Teachers will follow the minimum/maximum work times allocated for each grade level in component 6 on remote days due to closure or the 5 calendar remote days.</li> </ul> <p><b>Weekly:</b></p> <ul style="list-style-type: none"> <li>Teachers will share learning expectations with students on Sunday (or earlier) for the coming week, as well as times for lessons, tutoring sessions, and office hours. These will be shared on the LMS as well as through Remind.</li> <li>Teachers will hold at least two live lessons each week. These could be for new learning or for review and checking in with students. These lessons should be no longer than 30-45 minutes. The teacher should always record the lesson and post them in LMS in case students are unable to attend live. Live lessons should occur only during regularly scheduled class times.</li> <li>Teachers will set times for tutoring students one-on-one or in small groups. <ul style="list-style-type: none"> <li><a href="#">How to set up a sign up in Google Calendar</a></li> </ul> </li> <li>Teachers will assign online assessments.</li> <li>Teachers will attend weekly CASA meetings (content and grade level) with the Instructional Facilitator.</li> <li>Teachers will attempt to contact the family of any student not completing work or attending online sessions.</li> </ul>	<p><b>Daily:</b></p> <ul style="list-style-type: none"> <li>Students will access the link provided in the LMS or will make contact with their teacher as needed for questions and academic help.</li> <li>Students will spend approximately 3-5 hours on remote instruction daily.</li> </ul> <p><b>Weekly:</b></p> <ul style="list-style-type: none"> <li>Students will consult the LMS or Remind for learning expectations for the week.</li> <li>Students will attend all New Lesson meetings online or watch the recording and complete the assignments required.</li> <li>Students may attend online Review Lesson meetings as needed.</li> <li>Students will attend at least one Learning Lab session per week.</li> <li>Students will take assigned assessments online, if applicable.</li> </ul>
9-12	<p><b>Daily:</b></p> <ul style="list-style-type: none"> <li>Teachers will be available online (through an open link provided in Canvas) or by phone or email to help students with academic tasks for two hours each day. Co-teachers may hold simultaneous office hours.</li> <li>Teachers will follow the minimum/maximum work times allocated for each grade level in component 6 on remote days due to closure or the 5 calendar remote days.</li> </ul>	<p><b>Daily:</b></p> <ul style="list-style-type: none"> <li>Students will access the link provided in Canvas or will make contact with their teacher as needed for questions and academic help.</li> <li>Students will spend approximately 4-6 hours per day on remote instruction (AP courses may require additional time.)</li> </ul>

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	<p><b>Weekly:</b></p> <ul style="list-style-type: none"> <li>• Teachers will share learning expectations with students on Sunday (or earlier) for the coming week, as well as times for lessons, tutoring sessions, and office hours. These will be shared on Canvas as well as through Remind.</li> <li>• Teachers will hold at least two live lessons each week. These lessons should be no longer than 30-45 minutes. These could be for new learning or for review and checking in with students. The teacher should always record the lesson and post them in Canvas in case students are unable to attend live. Live lessons should occur only during regularly scheduled class times.</li> <li>• Teachers will set times for tutoring students one-on-one or in small groups. <ul style="list-style-type: none"> <li>◦ <a href="#">How to set up a sign up in Google Calendar</a></li> </ul> </li> <li>• Teachers will assign online assessments.</li> <li>• Teachers will attend weekly CASA meetings with the Instructional Facilitator. CTE teachers will attend monthly CTE meetings.</li> <li>• Teachers will attempt to contact the family of any student not completing work or attending online sessions.</li> </ul>	<p><b>Weekly:</b></p> <ul style="list-style-type: none"> <li>• Students will consult Canvas or Remind for learning expectations for the week.</li> <li>• Students will attend all New Lesson meetings online, or watch the recording and complete the assignments required</li> <li>• Students may attend online Review Lesson meetings as needed</li> <li>• Students will attend at least one Learning Lab session per week.</li> <li>• Students will take assigned assessments online, if applicable.</li> </ul>
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\*Note: If one of the 5 Remote Instructional Days on the calendar is changed to a Teacher Workday, OFFLINE assignments or pre-recorded lessons instead of online class meetings.

### Process for Monitoring

In order to ensure quality instruction for remote learning, the following guidelines will be in place:

- Instructional Facilitators will plan with each grade level or department at least once per week to offer guidance and suggestions on lesson plans. Lesson plan feedback will be provided virtually for lessons developed outside of this time. See checklist below.
- Media Specialists will attend CASAs or review plans and offer regular suggestions and tips on remote learning technology.
- Administrators and Instructional Facilitators will be assigned to Google Classroom or Canvas courses to oversee the implementation of lessons.

The following checklist will be used to provide feedback on lesson plans.

- ☐ The lesson plan includes a plan for introducing the learning target.
- ☐ The lesson plan includes a plan for launching the lesson.
- ☐ The lesson plan includes time for intentional interactive teaching.
- ☐ The lesson plan includes time for student practice and application.
- ☐ The lesson plan includes a plan for assessment.

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

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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 will be designed to support learning growth that continues towards mastery of the standard course of study. Student activities will be aligned with grade level and content standards and will incorporate both progress checks (formative assessment) for accountability of active learning and summative assessments for accountability of standards mastery. The following outlines Asheboro City Schools' expectations for work measurement guidelines appropriate to each grade level and grading methods that will be used to assess and grade learning during remote learning.

### **Progress Checks (Formative Assessment):**

**Progress checks are formative assessments with the goal to monitor students' learning through ongoing, clear teacher feedback. These checks are low stake (no point value) but rather will help to inform teachers' instruction and monitor individual students' strengths and weaknesses.**

**Progress checks should include the following characteristics:**

- Made up of formative questions, progress checks are meant to measure student progress through each unit; should be quick snapshots of learning that are ongoing throughout the lesson or unit.
- Provide an opportunity to assess student progress toward learning goals and allow teachers to focus on areas of strengths and weaknesses; where to best offer support.
- Include clear, rich and consistent teacher feedback should be provided to progress checks that focus on key areas of strengths/understanding and areas of needs or improvement. Feedback should ensure that student learning continues toward mastery of the standard course of study.
- Require learners to be ready to give feedback; help promote learner engagement.
- Measure content/skills through varied formats including multiple choice questions, open ended responses, interactive tech tools, short essay or written responses.
- Allow students to see where they are and where their areas of need exist.
- Allow teachers to respond to individual student needs within a lesson or unit of study; provide student feedback and to inform instruction.
- Allow teachers to measure if students are moving towards standard mastery before the accountability of standard mastery
- Aligned to the learning materials.

Note: Remember that students working remotely can easily use their notes and the internet while they complete assessments. Teachers should take care to communicate this to students (encouraging them to use notes where appropriate) while also designing assessments that discourage cheating/copying and pasting.

### **Description of Accountability of Active Learning Grade (includes progress checks/formative assessments)**

Chart below references progress checks during long term remote learning. This would include five or more consecutive calendar days of remote learning.

Grade Span	K-2	3-5; 6-8	9-12
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<b>Active Learning Guidelines</b>	Minimum of 2 per week/Maximum of 5	Minimum of 2 per week/Maximum of 5	Minimum of 3 per week/Maximum of 5
<b>Student Grade</b>	Students are graded based on participation  Example: Completed 4 out of 5 Active Learning Assignment would be 80%	Students are graded based on participation  Example: Completed 2 out of 5 Active Learning Assignment would be 40%	Students are graded based on participation  Example: Completed 3 out of 5 Active Learning Assignment would be 60%
<b>Overall Grade Percentage</b>	Active Learning Grade is 50% of overall grade	Active Learning Grade is 50% of overall grade	Active Learning Grade is 40% of overall grade

Examples of Progress Checks:

- Attendance to a Google Meet that focus on answering student questions or delivering synchronous instruction; (Alternative asynchronous assignment should be provided-Canvas discussion post or google classroom discussion)
- Adding to a shared classroom learning log: Whooo's Reading, class blog, WriteAbout
- Exit Ticket or Bell Ringer questions
- Google Form or other short response activity; Google doc assignment
- Quick multimedia assignments: FlipGrid, voice recordings
- Interactive presentation with student questions (like Edpuzzle, Pear Deck, or PlayPosit, USA Test Prep practice assignment, Flocabulary)
- Reading A-Z fluency, comprehension activities
- Classwork assignments (turned in digitally or pencil-paper and scanned)
  - Resources for students turning in paper-pencil work during extended remote learning: SeeSaw, LMS, Dojo, scanning docs, phone pics of work uploaded...
- Practicing for a specified amount of time on learning sites (ex - Prodigy, MobyMax, IXL Math, Freckle, NoRedInk)

#### **Accountability of Standard Mastery (Summative Assessment):**

**Standard mastery or summative assessment has the goal to evaluate *student learning* at the end of an instructional unit, lesson, or other timer period by comparing it against some standard or benchmark. These summative assessments are higher stake (with certain point values/average) and are utilized to show student progress towards a standard or standards, learning target, etc. Students may demonstrate their understanding through a variety of tasks. Standard Mastery or summative assessments should include the following characteristics:**

- Utilized to show student progress towards standard, learning target, etc.; students demonstrate their understanding
- Must be tied to standards, learning objectives, etc.
- Represent a meaningful grade that communicate learning has taken place; focus on concept and skill mastery

Note: Remember that students working remotely can easily use their notes and the internet while they complete assessments. Teachers should take care to communicate this to students (encouraging them to

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use notes where appropriate) while also designing assessments that discourage cheating/copying and pasting.

Chart below references standard/summative assessments during long term remote learning. This would include five or more consecutive calendar days of remote learning.

Grade Span	K-2	3-5; 6-8	9-12
<b>Accountability Standard Mastery-Guideline</b>	Minimum of 1 per week/Maximum of 2  Number of items: 1 standard: 5-10 items  Multiple standards: 3-4 per items standard	Minimum of 1 per week/Maximum of 2  Number of items: 1 standard: 5-10 items  Multiple standards: 3-4 per items standard	Minimum of 1 per week/Maximum of 2  Number of items: 1 standard: 5-10 items  Multiple standards: 3-4 per items standard
<b>Student Grade</b>	Percentage/Points Earned for Correct Items	Percentage/Points Earned for Correct Items	Percentage/Points Earned for Correct Items
<b>Overall Grade Percentage</b>	Formal Assessments are 50% of overall grade	Formal Assessments are 50% of overall grade	Formal Assessments are 60% of overall grade

Examples:

- USA Test Prep Assessment
- School Net (based on standard)
- Interactive Assignments with standard based questions--google forms, google docs, ed puzzle, actively learn, etc.
- Free Response Items with rubric
- Short and Long-form writing with rubric
- Performance Assessments
- Project with rubric

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.

EC teachers within the Asheboro City School System collaborates with general education teachers to provide access to grade-level remote learning opportunities. EC teachers collaborate with general education teachers to provide accommodations/modifications as appropriate based on the student's unique needs and circumstances. EC teachers and/or related service providers communicate and collaborate with parents/families regarding their child's accommodations/modifications. EC teachers keep a log of remote learning and are encouraged to share the log with parents/families. EC logs include the dates, time, mode of instruction, IEP goals addressed, and progress monitoring data. EC teachers conduct formative assessments to plan and deliver services on IEP goals. It is understood that even when the district acts in good faith to provide all students with meaningful access, the very nature of the student's disability or other circumstances may impede their ability to meaningfully access their

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specially designed instruction during times of remote learning.

The ACS EC Plan will be available soon.

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?

**Tracking and reporting attendance on remote instruction days, including protocols for determining attendance, the reporting system to be used, and how attendance procedures will be communicated to parents before remote instruction begins.**

**GUIDANCE FROM DPI:**

Attendance in a remote instruction environment is designed to keep students engaged, ensure they are on pace, and to offer academic and emotional support. Unlike attendance in a building where students are marked for being physically present, in remote learning the students home environment and connectivity limitations will impact how and when students complete assignments. Maintaining communication with students and their families and finding an efficient way to do so is more important to maintain a successful learning environment.

A student is considered present for daily attendance during a remote learning day:

1. If a student has a daily check-in, a two-way communication, with the appropriate teacher(s):
  - In grades K-5, homeroom teacher; or
  - In all other grade levels, each course teacher as scheduled.
2. If a daily check-in is not required, a student completes their daily assignments, either online or offline.

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

The business rules of the [School Attendance and Student Accounting Manual](#) still apply for student attendance.

**PowerSchool Calendar Information:**

PowerSchool has three new calendar day types available for use for remote learning days.

1. Remote Instruction Day - This Calendar Day Type is intended to describe instructional days when students and teachers will be working remotely.
2. Remote Instruction Day / Teacher Work Day - This Calendar Day Type is intended to describe instructional days when students will be working remotely and teachers will be expected to attend for an official teacher workday or use leave.
3. Remote Instruction Day / State of Emergency - This Calendar Day Type is intended to describe instructional days when students and teachers will be working remotely because North Carolina has declared a state of an emergency necessitating school closures.

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For remote learning days, the PowerSchool Coordinator and Data Managers will ensure days are marked appropriately in calendar setup.

Teachers will log attendance in PowerTeacher in a normal fashion.

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?

Teachers will communicate with students and families in the following manner:

- Teachers will post classroom schedules, office hours, plans, and updates on the remote learning platform. Teachers may also utilize Dojo, Remind, or email to communicate. All communication with students/families should be timely. During remote instruction, emails and/or phone calls should be responded to within 48 hours. Teachers will follow expectations from the ACS Guidelines for Remote Lesson Plans.
- Teachers will contact each student/parent/guardian at least once per week during remote instruction. This contact could be to provide feedback on an assignment, provide a remote lesson one-on-one, or provide a check in with a parent/guardian.
- A remote learning flier, explaining key components of remote learning, will be sent to families.

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

Technical support is available through the ACS Student Help Desk: 336-329-6847  
Students may also email [acshelp@asheboro.k12.nc.us](mailto:acshelp@asheboro.k12.nc.us)

Technicians are available to answer questions and/or remotely fix issues with ACS devices.  
School level media specialists are also available to assist with questions on remote learning days.

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

Communication with Families	Districtwide communication
	<ul style="list-style-type: none"><li>• <b>Spanish translation</b> is provided for all district-wide communication, including phone calls.</li><li>• <b>NC DPI factsheet for remote EL instruction</b> should be available to all district stakeholders:</li><li>• <b>Form an EL parent advisory committee</b> to meet at least twice a year, with selected parents serving as leaders.</li><li>• <b>Respond to parent preferences:</b> Move quickly at the beginning of the school year to get EL parents' attention and set up lines of communication. Set up computers at open houses for EL parents to take surveys about their</li></ul>



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	<p>preferences and needs. Mentioning the EL survey in a ConnectEd call would be helpful. A significant amount may be needed to call the parents who do not respond to the online surveys. EL teachers will create and maintain a spreadsheet of EL parents' needs and preferences, and give periodic updates to regular ed teachers. Flexibility is essential. EL families differ in how they would like to be contacted. Those who don't participate in online surveys should be contacted via phone. (For this reason, online surveys should include student's name.) Offering a variety of communication options is important because different things work better for different families.</p> <ul style="list-style-type: none"> <li>• <b>Offer a variety of meeting options.</b> Options could include small-group academies for parents either in neighborhoods or workplaces, EL parent nights at schools, or virtual meetings to help parents learn how to use technology tools and resources.</li> </ul> <p><b>Technology tools and resources</b></p> <ul style="list-style-type: none"> <li>• <b>Google Translate</b> is a helpful resource and should be used by classroom teachers to ensure that parents understand assignments sent home. Training in how to use Google Translate on a phone should be available to EL parents, EL newcomers, and regular ed teachers.</li> <li>• <b>Frequent check-ins</b> are essential since EL families' access can change rapidly, with changes in work and living situations.</li> <li>• <b>Class DoJo</b> should always include EL teachers.</li> <li>• <b>Remind</b> can be linked to FlipGrid and Google Classroom. Remind also has a translation component and ability to send attachments.</li> </ul>
<p><b>Guidance for Regular Ed Teachers</b></p>	<p><b><u>Collaboration</u></b></p> <ul style="list-style-type: none"> <li>• <b>All regular education Google/Canvas Classrooms</b> should include an EL teacher for the EL students. This facilitates collaboration, streamlines instruction and provides the opportunity for EL teachers to conduct breakout small-group or one-on-one sessions during Google/Canvas Classroom meetings.</li> <li>• <b>Packets</b>, if used, provide assignments differentiated for English Learners.</li> </ul> <p><b><u>Accessibility</u></b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary</b> must be made accessible to ELs during remote learning. Lists of content vocabulary words to memorize are strongly discouraged. ELs need visual/audio scaffolding, examples of words in context, and student-friendly definitions.</li> <li>• <b>Directions and instructions:</b> In a virtual environment, it's more important than ever that directions with assignments are written in concise, clear language without hidden pitfalls for ELs.</li> <li>• <b>Virtual scaffolding:</b> Any EL scaffolding used in the brick and mortar classroom (visuals, sentence frames, etc.) should be incorporated into remote learning. <b>Suggested online resources to differentiate:</b> Read &amp; Write, ReadWorks, Commonlit, Actively Learn, from the Randolph Public Library:</li> </ul>

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	<p>NCKids and Digital Depot, Sora (digital books), NewsELA (available in Spanish and leveled versions). Raz-kids. Printed suggestions: print booklets from Raz-kids, Scholastic magazines, printed articles from ReadWorks, Commonlit, Actively Learn.</p> <p><b><u>Flexibility on remote learning days due to Closure or the 5 calendar days:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Elementary:</b> It would be helpful for homeroom teachers to offer flexibility in virtual class times.</li> <li>• <b>Secondary:</b> EL teachers at secondary level may need access to a wider range of Google/Canvas Classrooms in order to assist ELs in all their content areas.</li> </ul>
<b>Guidance for EL Teachers</b>	<p><b>Advocacy:</b> Even with additional hotspots and devices, some EL families may struggle with online learning. It is an EL teacher's responsibility to ensure that these families receive what they need: training, phone calls, lessons on flash drive or other necessary accommodations. EL team will meet early in August 2020 to create plans and documents for EL parent nights.</p> <p><b>Collaboration:</b> EL teachers should have a collaborative role in every Google or Canvas classroom that includes ELs. EL teachers should be prepared to teach small groups or one on one pullout sessions within a Google/Canvas classroom meeting. EL teachers should provide regular ed teachers with materials and resources to help in EL instruction.</p> <p><b>Accommodation:</b> EL teachers are responsible for ensuring that ELs receive appropriate accommodations on any virtual assessments or instruction.</p> <p><b>WIDA language domains</b> should be leveraged for growth. Leverage the student's strongest domain to grow the domain with most room for growth.</p>

b. Academically and/or Intellectually Gifted learners

Asheboro City Schools will continue to use the identification process as outlined by the board approved AIG plan 2019-2022 when possible. Theses processes include:

- Continued implementation of district gifted identification procedures and interpret assessments to identify the unique needs of gifted students.
- Continued collaboration through virtual meets with classroom teachers on an ongoing basis in nominating students for gifted education program services. This includes communication on district flowchart that outlines the screening and referral process Continued communication about screening, nomination and services in English and other native languages, as needed.
- Use of assessment information in making eligibility, program, and AIG service option decisions for individuals including those from culturally and/or linguistically diverse backgrounds.
- Use current assessment data to plan appropriate curricular offerings based on individual profiles of the students.

If regular AIG testing is not available, other assessment data will be used to generate flexible groups that have demonstrated a need for gifted programming and/or enrichment or extension of content standards. This data may include:

- most recent EOG/EOC data; Check-ins or other district benchmarks
- course performance prior to school closure

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- student learning profiles
- teacher or team observations
- student work samples, and/or other evidence of critical thinking and/or student readiness to achieve.

Asheboro City Schools will provide a variety of AIG services through remote learning. These services may be delivered by a classroom teacher, AIG specialist, instructional support staff and/or a school counselor. AIG services in remote learning by grade span will include:

Grades	AIG Services
K-3	<ul style="list-style-type: none"> <li>• Collaboration with K-3 classroom teachers, as needed, to provide appropriate differentiation for gifted learners. (Differentiation may be offered via online learning management system and/or paper and pencil packets for those who need print materials.)</li> <li>• Access to library of digital and/or print resources to use during remote learning for enrichment and extension of standards; Resources may include: DPI Learning Labs from Duke Tip, Primary Thinking Skills, Junior Great Books</li> <li>• NC Zoo 3rd grade trip, rescheduled for spring 2021; if not possible, AIG specialist will offer virtual enrichment in lieu of face to face</li> </ul>
4-8	<ul style="list-style-type: none"> <li>• Clustered AIG identified students based on area of identification.</li> <li>• Collaboration with 4-5 AIG cluster classroom teachers to provide appropriate differentiation and support remote instruction for gifted learners through regular virtual planning meetings to provide enrichment, extension, and acceleration as needed. (Differentiation may be offered via online learning management system and/or paper and pencil packets for those who need print materials.)</li> <li>• Access to a library of digital and/or print resources to use during remote learning for enrichment and extension of standards; Resources may include: DPI Learning Labs from Duke Tip, Jacob's Ladder, Junior Great Books, etc.</li> <li>• Collaboration with AIG cluster teachers to hold regular Google meets with AIG students for progress checks to address academic and social/emotional strengths and areas of need.</li> <li>• Elementary AIG Specialists will maintain a shared Google classroom for AIG students that incorporates learning opportunities for enrichment and extension of the grade level standards; this may also include online book studies, interactive student activities, differentiated choice boards, critical thinking and higher order thinking question stems to enrich and extend the standards and/or other content modifications. Secondary AIG Specialists will collaborate with AIG cluster teachers through the classroom learning platform to incorporate extension and enrichment opportunities.</li> </ul> <p>Grades 4-5 only</p> <ul style="list-style-type: none"> <li>• Facilitation of an independent project where students choose a topic of choice to research and complete a digital presentation. This process will be guided by AIG specialists through Google classroom instructions and/or Google meet opportunities.</li> </ul> <p>Grades 6-8 only</p> <ul style="list-style-type: none"> <li>• Students will be enrolled in AIG clusters in ELA and Math based on area(s) of identification; This may also include Accelerated/High School level courses.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>• Advanced Course opportunities through NCVPS, community college, and/or AP/Honors Level Courses.</li> <li>• Virtual meets with AIG students for progress checks to address academic and social/emotional strengths and areas of need.</li> <li>• Professional learning opportunities based around AIG students' academic and affective needs.</li> </ul>

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The district AIG team will continue to disseminate information to stakeholders through the following:

- Annual review of AIG students' differentiated education plans with school and district needs determination team. These documents will be shared with AIG and school based personnel through needs determination meeting either in a virtual or face to face format. This annual review will include potential remote learning opportunities and expectations to communicate clearly the expectations for AIG learners and personnel.
- Virtual parent meetings and videos that incorporate information about yearly AIG services, students' individual differentiated education plans, helpful tips and tools for remote learning, and strategies for affective needs. These virtual meetings will be held in place of the traditional face to face parent meetings that are held annually in Asheboro City Schools. The purpose will be to disseminate information about AIG services and include potential remote learning opportunities to communicate clearly the expectations for AIG learners and personnel. In addition, parents will be able to review their student's DEP, district AIG brochure, and AIG Executive Summary documents through either print or digital copy.
- District Communication tools (such as Class Dojo or Remind 101)
- Regular updates to AIG website with AIG information, contact information, quarterly newsletters, and helpful tools and resources.
- Virtual professional learning opportunities for Asheboro City Schools' staff focused on social and emotional needs of AIG students. This professional learning will be delivered through an online learning management system and incorporates NC DPI Booster Shot and NAGC resources, additional research articles, and online discussion boards.

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

Asheboro City Schools will continue to identify and serve all McKinney Vento (MV) students, ensuring these students will be provided the same access to academic resources as all other students. Our team of professionals collaborate regularly to remove barriers and delays in an effort to keep these students on track with their grade-level peers.

MV students frequently benefit from tutoring services, and will continue to be offered this opportunity. Depending on the family dynamic and living arrangements, this may be an online option with a certified teacher. Given the transient nature of MV families, online may offer greater flexibility. School counselors work with these families to coordinate arrangements for tutors. If necessary, our local partnership with the public library will provide a safe environment for tutoring.

Summer opportunities are available to students with an identified need. Supplemental opportunities may also be accessed through partnerships with the Central Boys & Girls Club, the Randolph YMCA, and Randolph 4H.

Asheboro City Schools has a wealth of technology available for students, grades PreK - 12. These devices are deployed annually and are available to students for overnight and/or in home use. We have a number of Wi-Fi Hot Spots available for students who do not have internet access, along with Wi-Fi on Wheels locations, and Park and Learn locations across the community.

Asheboro City Schools understands the importance of providing mental health resources for MV students. These services will continue to be available through school-based mental health referrals,

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which will give families choices when selecting a provider. School staff monitor and verify services are being provided once the referral is made, and collaborate with providers and families to ensure services are being provided in a meaningful and timely manner.

Asheboro City Schools is fortunate to have strong community partnerships with various agencies. Communities in Schools provide Backpack Pals for identified students so they may have access to shelf staple food over the weekend. This summer, they are expanding this service to cover the summer months. School counselors and social workers collaborate to ensure all MV students are on the list to receive this benefit.

Our social workers and school counselors have strong relationships with MV students and care deeply about their wellbeing and educational opportunities. They work tirelessly to provide seasonal clothing, glasses, hearing aids, sports or band equipment, school supplies, field trip expenses, and much more. Many of these items are often donated from community agencies or local churches. Asheboro City Schools provides transportation to school and medical visits as needed.

Asheboro City School remains committed to serving MV students through and beyond remote learning, striving daily to meet each child's education needs.

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