

Component 1

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.

Strategy	Action Steps (Bulleted List)	Resources (Timeline, People Responsible, Supporting Documents, Links) (Bulleted List)
Develop a framework for gathering input from students, staff, parents, and community partners.	<ul style="list-style-type: none"> ● March 16, 2020 Digital Device Survey conducted ● May 22 -June 5, 2020 Stakeholder Surveys (students,staff, parents, and community partners) ● Where appropriate translation will be provided. 	<ul style="list-style-type: none"> ● RCSS Technology Home Access Survey (English) ● RCSS Technology Home Access Survey (Spanish) ● Cognia Surveys
Create an initial working group to expand the framework for gathering stakeholder input.	May 26-June 9, 2020 Central Services and District Collaborative for Standards Work	District Remote Instruction Plan Collaborative (team list)
Increase opportunities for stakeholder input.	<ul style="list-style-type: none"> ● June 17 - June 25, 2020 Principals share draft of Remote Learning Plan with Leadership Team and provide feedback to Directors ● Directors contact community partners ● Principal/School Improvement Team/Staff ● Zoom Town Halls ● Teacher Leaders ● Parent Ambassadors ● Central Services 	<p>Principals/Directors</p> <p>Mid July- Early August 2020</p> <p>2020-2021 school year</p>
Provide a public presentation to discuss Remote Instruction Plan process and status	<ul style="list-style-type: none"> ● June 15,2020 Remote Learning Plan Information Item Board Meeting ● Dr. Gainey and Tim Moody will implement a communication plan. ● Remote Instruction Plan will be posted on RCSS District 	<p>Cat Berry</p> <p>Dr. Gainey/Tim Moody</p> <p>Tim Moody, Webmasters, Social Media Contacts</p>

	and School Websites and shared on all Social Media Outlets.	
Presentation of the district Remote Instruction Plan to the Randolph County Board of Education	June 25,2020 Remote Instruction Plan Action Item Board Meeting	Cat Berry

Component 2

Training for 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.

Strategy	Action Steps (Bulleted List)	Resources (Timeline, People Responsible, Supporting Documents, Links) (Bulleted List)
<p>Training for teachers and staff on effective use of the remote instruction resources</p>	<ul style="list-style-type: none"> ● Initial staff survey to determine professional learning needs <p>Collaboration among district, school, and content leaders to establish:</p> <ul style="list-style-type: none"> ● Guidelines for Safe & Responsible Learning Opportunities including student privacy and internet safety ● Recommendations for effective use of remote instructional resources (best practices, time frames, ways to engage students, etc) ● Expectations as schools work to develop Canvas shells and templates (framework that serves as a guideline and includes core components) ● Canvas On Demand Training for all schools <ul style="list-style-type: none"> ○ Creating Accessible Content ○ Understanding PDF Accessibility ○ Understanding Word Accessibility ○ Understanding PowerPoint Accessibility ○ Accessible Presentations 	<p>Staff Survey</p> <p>Timeline: 6/15/20-8/1/20: Beginning Phases of Training</p> <p>8/1/20-8/1/21: Ongoing Training to Support PreK-12 Staff Members</p> <ul style="list-style-type: none"> ● Provide Elementary, Middle, and High Schools Canvas Templates to be used where needed. For example: <ul style="list-style-type: none"> ○ Landing Page- All available Course Templates ○ Canvas Course Templates: <ul style="list-style-type: none"> ○ ELA ○ Math ○ Science ○ SS ● Provide training on various models of implementing remote instruction. For example: <ul style="list-style-type: none"> ○ Station Rotation Model ○ Blended Learning Models

	<ul style="list-style-type: none"> ○ Accessible Events ○ Creating Accessible Videos ○ Accessibility for Educators <ul style="list-style-type: none"> ■ Semester Start Accessibility Reminders for Instructors ■ Instructor Guidance: Alternate Format Accommodations ■ Instructor Guidance: Captioning Accommodations ■ Instructor Guidance: Digital Accessibility for Students with Various Disabilities ■ Digital Tools for English Learners ■ Universal Design for Learning - Provides a resource for accessible authoring and best practices in course design through training sessions, consultations and outreach ● Establish Instructional Resource Training Calendar from staff experts across the county for schools to utilize the links as they deem appropriate <ul style="list-style-type: none"> ○ See example of Training Calendar on how to assign specific trainings ○ Remote Learning 101 ○ Quality Matters: Emergency Remote Instruction Checklist ○ NCCAT Instructure Catalog ○ Digital Citizenship ○ Tools for Diverse Learners Training ○ Important to maintain teacher autonomy while also providing proper support on facilitating remote instruction <p>Content and grade level Professional Learning Communities (PLCs) within schools should drive most of the remote instructional planning with the trainings as a resource</p>	<ul style="list-style-type: none"> ○ Learning Online: What Research Tells Us about Whether, When and How - Online learning design options (moderating variables) ○ Read the World Distance Learning Support - Structure of a Digital Lesson <p>Instructional Training Calendar Example</p> <ul style="list-style-type: none"> ● Ongoing training to assist teachers, parents, and students with transition to Canvas <ul style="list-style-type: none"> ○ Moving from Google Classroom to Canvas ○ Host parent nights for parent tutorials/virtual parent academy ○ Immediate training of students on campus (if given that opportunity) ○ Online “how to” tutorials for continuous online support ○ NCTIES workshops
<p>Training Process for student submission of completed work</p>	<ul style="list-style-type: none"> ● Schools will create a paper/online submission plan and a method of providing ongoing feedback. This process should be determined after more parameters are established with 	<p>Timeline: 6/15/20-8/1/20: Beginning Phases of Training</p> <p>8/1/20-8/1/21: Ongoing Training to Support PreK-12 Staff Members</p>

	<p>how frequently students will be present in school buildings. Training would be needed from appropriate district and school building personnel for the following recommendations to ensure proper protocols</p> <ul style="list-style-type: none"> ○ Each school will have a drop off location where documents can be left by students/parents. Documents are quarantined for an appropriate time before teachers grade them. ● District will provide a basic How To Tutorial or Student Checklist on establishing student submission protocols in Canvas ● Paper Version Submission Process <ul style="list-style-type: none"> ○ Schools and School System will have established drop off and collection periods throughout remote instruction. ○ Schools will create a folder system or method where each student has a designated spot to turn in assignments ● Online Version Submission Process <ul style="list-style-type: none"> ○ Electronic submission of offline/paper- (this should include a subject line naming protocol for easy teacher search of student emails specific to assignments) 	<ul style="list-style-type: none"> ● The Student Checklist Could Include: <ul style="list-style-type: none"> ○ Logging into Canvas ○ Setting up Canvas notifications ○ Submit an assignment ○ Sync apps in Chrome browser (Google translate, immersive reader) ○ Google Meet instruction ○ How to ask for help/submit a work order ○ Getting started with tools (ex. HMH, iReady, etc)
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	<ul style="list-style-type: none"> ○ Typical Canvas submissions with guidance provided by teachers so students know how to properly submit assignments 	
Identified Online Learning Management System	RCSS curriculum department researched various learning platforms	RCSS has identified Canvas as the primary learning management system.
Identified Online Instructional Resources	Provide a list of recommended online instructional resources and support tools at each level (PreK/Elementary, Middle, High).	<p>District Curriculum Department and School Leadership throughout RCSS Develop List 6/15/20-8/1/20</p> <p>PreK-12 Online Instructional Resource Template with Support Tools</p> <p>*link official spreadsheet when complete</p>
Identified Offline Instructional Resources	Provide a list of recommended offline instructional resources at each level (PreK/Elementary, Middle, High).	<p>District Curriculum Department and School Leadership throughout RCSS Develop List 6/15/20-8/1/20</p> <p>PreK-12 Offline Instructional Resource Template</p> <p>*link official spreadsheet when complete</p>

Component 3

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.

Strategy	Action Steps (Bulleed List)	Resources (Timeline, People Responsible, Supporting Documents, Links)
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		(Bulleted List)
Establish Remote Learning Expectations and Define Staff Roles		Remote Learning Expectations and Roles

Component 4

Surveying student and teacher home connectivity and providing for remote instruction that is appropriate for teachers and students with limited Senate Bill 704 Session Law 2020-3 Page 11 connectivity capability, including the opportunity for students to download remote learning materials in advance when practicable.

Strategy	Action Steps (Bulleted List)	Resources (Timeline, People Responsible, Supporting Documents, Links) (Bulleted List)
Survey student connectivity and access to devices	<ul style="list-style-type: none"> • Create surveys to gather data regarding student connectivity and access to devices • Contact parent/students by phone, if no response to survey • Deploy surveys quarterly • Analyze survey data to inform the decision making process for procuring devices and expanding connectivity • Record and Report Connectivity Data in PowerSchool 	<ul style="list-style-type: none"> • Home Access Survey (English) • Home Access Survey (Spanish)
Survey staff connectivity and access to devices	<p>Create survey to gather data regarding staff connectivity and access to devices</p> <p>Deploy surveys quarterly</p> <p>Analyze survey data to inform the decision making process for procuring</p>	<ul style="list-style-type: none"> • RCSS Instructional Staff Digital Remote Learning Survey

	devices and expanding connectivity	
Canvas Courses available for offline download	<p>Teachers will enable courses to be downloaded in offline HTML/ePUB format.</p> <p>Directions will be provided for both teacher and students to download course content for offline use.</p>	<p>Enable Download Offline Instructor Directions</p> <p>View Course Content Offline as Instructor</p> <p>View Course Content Offline as Student (HTML)</p> <p>View Course Content Offline as Student (ePUB)</p>
Paper packets	<p>Create lesson materials to distribute to students for completion of content assignments</p> <p>Create lesson materials to offer an alternative method of accessing content</p>	
Park and Learn Locations	Open connectivity at each school to allow student and teacher access to the Internet for downloading content/assignments, complete assignments, and uploading completed assignments.	RCSS Park and Learn Information

Component 5

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.

Strategy	Action Steps (Bulleated List)	Resources (Timeline, People Responsible, Supporting Documents, Links) (Bulleated List)
Communicate with all	<ul style="list-style-type: none"> Provide a list of all community WiFi 	<ul style="list-style-type: none"> District and school

<p>stakeholders to improve connectivity in the Randolph County community</p>	<p>in Randolph County-by link on district site, social media outlets, school sites.</p> <ul style="list-style-type: none"> ● We currently have Park and Learn Access at each school campus. ● Partner with Asheboro City Schools about WiFi/MiFi access and identifying community partners ● Share a list of providers for internet services at home 	<p>websites (District webmaster and school webmasters)</p> <ul style="list-style-type: none"> ● Peachjar (Public Information Officer) ● District and school social media - Facebook, Instagram, Twitter (District social media admin and school social media admins) ● Local news media (Public Information Officer) ● SchoolMessenger calls, emails (Principal, AP, District, Front Office) ● Local businesses, churches, daycares, organizations, etc. ● Class Dojo ● YouTube Videos from District ● Print materials ● Randolph Community College
<p>Increase communication to all stakeholder groups</p>	<ul style="list-style-type: none"> ● Update parent information in Powerschool - Make phone calls to get updated email addresses. Use all means to get updated phone numbers. ● Extend communication to local business partners (parent employers/school supply vendors) through print materials. ● Send print communications through the backpack pal program at each school. ● Work with the Public Information Officer to build an alliance with a broad audience of community partners 	<p>District Leadership</p>
<p>Share district and school expectations with the community regarding Remote Learning</p>	<ul style="list-style-type: none"> ● Share 2020-2021 calendar in print and online. 	<ul style="list-style-type: none"> ● District and school websites (District webmaster and school

	<ul style="list-style-type: none"> • The remote learning schedule and internet access options will be highlighted through face to face communication during individual school open house nights. • Establish office hours for each teacher and school level. 	<p>webmasters)</p> <ul style="list-style-type: none"> • Peachjar (Public Information Officer) • District and school social media - Facebook, Instagram, Twitter (District social media admin and school social media admins) • Local news media (Public Information Officer) • SchoolMessenger calls, emails (Principal, AP, District, Front Office) • Local businesses, churches, daycares, organizations, etc. • Class Dojo • YouTube Videos from District • Print materials
Communicate childcare options to parents	<ul style="list-style-type: none"> • Share link to childcare services for Randolph County and surrounding areas. 	<ul style="list-style-type: none"> • Randolph County Partnership for Children

Component 6

Developing effective design and delivery of remote instruction lessons within professional learning communities.

Strategy/Expectations	Action Steps (Bulleted List)	Resources (Timeline, People Responsible, Supporting Documents, Links) (Bulleted List)
Set required PLC dates/times	<ul style="list-style-type: none"> • Professional Learning Communities will be offered in person and virtually based on need • Set meeting expectations instead of specific times <ul style="list-style-type: none"> ○ Meet weekly ○ Times set by team 	<ul style="list-style-type: none"> • Administration, Lead teachers, Grade Level Chairs • Timeline: Ongoing • PLC agendas and minutes • PLC Collaborative Learning Document template

	<ul style="list-style-type: none"> ○ Meeting times could vary depending on remote instruction vs. face to face instruction ● Sharing lessons with others (that have already been created) via Canvas Commons 	
<p>Define Staff Expectations for PLC Meetings</p>	<ul style="list-style-type: none"> ● Implementation of downloaded Canvas Courses for video instruction to go along with paper packets ● Staff members bring evidence to share at each scheduled PLC, based on what is being taught and/or distributed to students, to show they've utilized what was discussed at the previous meeting - depending on grade level and subject (accountability within the group/administration) ● Create common Modules and assessments created in PLC's - could also be district wide ● Provide documentation of PLC meetings (agendas, notes) ● Provide flexibility for different content areas and classes of effective design and delivery ● Include lesson and unit plan design that can be delivered both virtually and in paper/pencil format as well as student participation data via district approved format 	<ul style="list-style-type: none"> ● Administration, Lead teachers, all faculty stakeholders ● Timeline: 1 x a week ● The Building Blocks of Effective Online Instruction ● Template for Online and Paper Pencil Weekly Plans ● Catlin Tucker blog about creating effective online instruction
<p>Define expectation for administrative support.</p>	<ul style="list-style-type: none"> ● Monitor implementation of PLC meetings 	<ul style="list-style-type: none"> ● Administration, Lead teachers

	<ul style="list-style-type: none"> ● Attend PLC meetings ● Share instructional videos created by the district via social media as well as post on websites ● Review remote instructional lessons and provide feedback ● Review of PLC documentation 	<ul style="list-style-type: none"> ● Timeline: Ongoing ● A virtual “walkthrough” for remote learning/online content- Link here for a sample ● Administrative Lesson Plan Monitoring Tool Google Form ● Administrative Lesson Plan Monitoring Tool Paper Form
<p>Expectations of District Support</p>	<ul style="list-style-type: none"> ● Provide professional development on Canvas, Web2.0 during workdays (beginning of 20-21 school year) ● Create/provide instructional videos to aid parents, students, and teachers <ul style="list-style-type: none"> ○ Canvas, Screencastify, and any other vetted resources ● Facilitate cross district course specific PLCs to support siloed teachers (Helpful for all teachers too) (e.g. K5 PE teachers) ● Provide Professional Development on appropriate pacing for online learning versus classroom learning, modeling via remote learning, establishing synchronous learning and support times, supporting social emotional needs, etc. ● Provide options for summer professional development 	<ul style="list-style-type: none"> ● Various District Leaders ● Timeline: Aug. 2020
<p>PLCs will effectively design and deliver remote instruction lessons that include the Seven Instructional Design Principles.</p> <ul style="list-style-type: none"> ● Instructional Time 	<ul style="list-style-type: none"> ● Utilize District Wide Lesson Plan Template ● Incorporate CASEL Social & Emotional Resources for Lesson Design 	<p>Instructional Design Principles for Remote Learning</p> <p>Teaching Remotely in Times of Need</p>

<ul style="list-style-type: none"> ● Connection to Families & Students ● Student Engagement Aligned to Standards ● Equity, Choice, & Flexibility ● Feedback on Student Work ● Collaboration among Students ● Social & Emotional Learning 	<ul style="list-style-type: none"> ● Utilize Canvas to organize PLC minutes, collaboration, documents ● Develop Lessons ● Utilize PLC Collaborative Learning Document 	<p>NCDPI ELA Choice Board</p> <p>Tips and Tools for Remote Learning</p>
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Component 7

Teaching and practice 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.

Strategy	Action Steps (Bulleted List)	Resources (Timeline, People Responsible, Supporting Documents, Links) (Bulleted List)
District Wide Schedule for student use of remote instruction platform Pre-K and Elementary	<ul style="list-style-type: none"> ● Model and utilize Canvas Modules with students. ● Submit and turn in one assignment to classroom teacher in first 2 weeks ● Screencastify for parents will be shared at Meet the Teacher/ Open house events/ linked on website ● Integrate Canvas and blended learning opportunities throughout the year ● Develop a clear protocol/plan regarding expectations and instructional practices for students that are unable to access remote learning that remains consistent for all teachers 	<ul style="list-style-type: none"> ● All Staff ● Passport to Canvas (student tutorials) ● Getting Started with Canvas for Parents and Students (Quick Guide)

<p>District Wide Schedule for student use of remote instruction platform Middle School</p>	<ul style="list-style-type: none"> ● Model and utilize Canvas Modules with students. ● Submit and turn in one assignment to each teacher within the first week of school. ● Formative assessment given on Canvas and other online platforms by the end of the first week of school. Reassess any weaknesses by the end of the second week of school. ● Integrate Canvas and blended learning opportunities throughout the year ● Parent instructional sessions should take place on campus during the work days prior to the start of the school year. ● Screencastify for parents will be shared at Meet the Teacher/ Open house/ linked on website 	<ul style="list-style-type: none"> ● All staff ● Students ● District Media Department ● Passport to Canvas (student tutorials) ● Getting Started with Canvas for Parents and Students (Quick Guide)
<p>District Wide Schedule for student use of remote instruction platform High School</p>	<ul style="list-style-type: none"> ● Model and utilize Canvas Modules with students. ● Submit and turn in one assignment to each teacher within the first week of school. ● Formative assessment given on Canvas and other online platforms by the end of the first week of school. Reassess any weaknesses by the end of the second week of school. ● Integrate Canvas and blended learning opportunities throughout the year ● Parent instructional sessions should take place on campus 	<ul style="list-style-type: none"> ● All staff ● District Media Department ● Passport to Canvas (student tutorials) ● Getting Started with Canvas for Parents and Students (Quick Guide)

	<p>during the work days prior to the start of the school year.</p> <ul style="list-style-type: none"> ● Screencastify for parents will be shared at Meet the Teacher/ Open house/ linked on website 	
<p>Canvas getting started unit - iLearn Randolph</p>	<ul style="list-style-type: none"> ● Share the Canvas getting started unit for iLearn Randolph with all teachers through Commons to incorporate into their Canvas courses. This will need to be done with ALL teachers on one of the first workdays. 	<ul style="list-style-type: none"> ● District Media Department ● Administration Team at school level
<p>Getting started Canvas module</p>	<ul style="list-style-type: none"> ● Have students complete a “getting started” face-to-face module and encourage teachers (especially in the early grades) to follow a consistent and uniform format so that parents and students can easily access the content. ● <i>created by district employees at specific levels- Elem, middle, high</i> ● Modules would have to be included and practiced with students, especially elementary, during the face-to-face time, for many of them. Therefore, it would need to be part of the first week of school instruction for teachers in all classrooms including electives. ● Throughout the year practice should be noted and included in lesson plans created by teachers/ AIG, EC, ESL, and 	<ul style="list-style-type: none"> ● District Leads ● School Administration Team ● Classroom Teachers ● Passport to Canvas (student tutorials) ● Getting Started with Canvas for Parents and Students (Quick Guide)

	special classes when available (intentional planning for these opportunities)	
Create screencastify recordings	<ul style="list-style-type: none"> ● Screencastify recordings showing step by step directions - make sure to do this with student access so students at all levels understand how to navigate ● This will also include sharing with parents at a parent night/day/conferences. ● Create in Spanish and other languages as able to share with students and parents 	<ul style="list-style-type: none"> ● All Staff ● Passport to Canvas (student tutorials) ● Getting Started with Canvas for Parents and Students (Quick Guide) ● Getting Started with Canvas for Parents and Students (Quick Guide) Spanish
Face-to-face parent sessions	<ul style="list-style-type: none"> ● Provide face-to-face parent sessions for remote learning instruction. (Examples are face-to-face sessions scheduled throughout a day much like a “parent conference day”. Parents would sign up for a block of time during the day to come to school with or without their student to meet with the teacher and learn how to access resources. This could be scheduled on a mandated teacher workday or on open house day, if all the parents from the school are not allowed to attend at the same time for open house.) 	<ul style="list-style-type: none"> ● School admin team ● Classroom Teachers ● EC Department Chair
Offer parent education sessions	<ul style="list-style-type: none"> ● Session topics will include: <ul style="list-style-type: none"> ○ Navigating websites ○ Tech Support Resources ○ Navigating Canvas ○ Remote learning 	<ul style="list-style-type: none"> ● School and District Level Media and Technology Staff ● Teachers ● Administrators

	<ul style="list-style-type: none"> ○ Setting up a home workspace for students ○ Using email, scan, view and communicate ● Offer parent sessions at flexible times to accommodate parent availability 	
<p>Create list of online content based instruction</p>	<ul style="list-style-type: none"> ● Develop a list of content based instruction regarding digital programs with a plan for instruction per school. (examples: Education Galaxy, CommonLit, Khan Academy, MobyMax, etc.) ● Utilize Classlink as an organizational and Single-Sign-On Tool for student and teacher online access ● Create step by step directions for login to digital programs ● Align digital assignments with packet assignments-so that students completing packet or digital work are working on the same thing 	<ul style="list-style-type: none"> ● All Staff
<p>Student practice with online resources</p>	<ul style="list-style-type: none"> ● Students will practice navigating to the online resources that are available at their school while onsite so that they will know how to navigate to these resources when learning remotely ● Parents practice with online resources ● Students need to practice taking assessments online throughout the year 	<ul style="list-style-type: none"> ● All Staff

Student digital competence	<ul style="list-style-type: none"> ● Create a plan for a blend of digital resources/instruction with teacher interaction. ● Communicate the plan with parents and students so parents know the expectation/ log in process. This log in process will be placed on the school website. ● Schedules posted on the school website for each grade level. ● Continue to update remote learning page with help guides and/or videos 	<ul style="list-style-type: none"> ● All Staff
Student email and NCEdCloud access	<ul style="list-style-type: none"> ● Students trained on how to access and use their email and NCEdCloud Accounts 	<ul style="list-style-type: none"> ● Media Specialist ● All staff

Component 8

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.

Strategy	Action Steps (Bulleted List)	Resources (Timeline, People Responsible, Supporting Documents, Links) (Bulleted List)
To provide K-12 teachers with lesson plan design for remote learning	<p>Lesson plan format should address the five E's (Engage, Explore, Expand/Explain, Evaluate, Extend) and answer the following questions:</p> <ul style="list-style-type: none"> ● Communicate Learning Target: What is the purpose of the lesson? What do we want students to know and be able to do? ● The Learning Target should be included in the Canvas Module. 	<ul style="list-style-type: none"> ● Remote Instruction Lesson Template

	<ul style="list-style-type: none"> ● The Learning Target should be discussed at the beginning of the lesson and reviewed at the end of the lesson. ● How can we hook our students in the topic/subject? ● How can we capture student interest in the subject/topic? ● What activities can students do to explore the topic/subject? ● How will you teach your students about the topic? ● What will students do to show evidence of learning? ● How can your students demonstrate learning and understanding? ● How will we differentiate for students (MTSS, EC, ELL, 504) and extend for others (AIG)? 	
<p>To provide administrators/lead teachers with a monitoring tool to ensure lesson plan quality</p>	<p>The monitoring tool Includes the remote lesson plan required components answering the following questions:</p> <ul style="list-style-type: none"> ● Is the lesson aligned to the standards? ● Is the lesson's I can statement/essential question/learning target stated, observable and appropriate? ● Does the lesson address relevant vocabulary? ● Does the lesson include some form of direct instruction (video, anchor chart)? ● Is the lesson engaging? (activation of prior knowledge: hook/capture student interest: video clip, real world/personal connection) ● Does the lesson include checks for 	<ul style="list-style-type: none"> ● Administrative Lesson Plan Monitoring Tool Google Form ● Administrative Lesson Plan Monitoring Tool Paper Form

	<p>understanding/demonstration of student learning? Opportunity for student practice?</p> <ul style="list-style-type: none"> • Does the lesson offer opportunities for differentiation? • Does the lesson include closure? (exit ticket, question for feedback, various types of review) • Does the lesson include opportunities for the teacher to provide feedback to students? (if observable) • Is it parent/student friendly? 	
Canvas templates to provide consistency across the county	<p>Recommend Canvas templates address the five E's (Engage, Explore, Expand/Explain, Evaluate, Extend)</p> <p>Purchased Canvas templates and Blueprint to use across grade levels and content areas</p>	<p>Canvas Template Recommendations</p> <p>June 2020, Media & Technology Department</p>

Component 9

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.

Strategy	Action Steps (Bulleted List)	Resources (Timeline, People Responsible, Supporting Documents, Links) (Bulleted List)
Elementary School Work Measurement Guidelines	<p>PreK-2 Student Work Time:</p> <ul style="list-style-type: none"> • Optimal student work time would be three 15 minute sessions a day 	<ul style="list-style-type: none"> • Teachers will hold office hours to answer student questions; office hours will be posted on each school's website. Teachers will need to alternate times to

	<ul style="list-style-type: none"> ● Total of 45 minutes of learning activities a day (virtual or paper/pencil) ● 1 Social-Emotional Learning (SEL) lesson once per week ● Specially designed instruction will be determined on an individualized basis and this determination will be made by the IEP team ● Specially designed instruction will be determined on an individualized basis and this determination will be made using student EL plan in collaboration with the ESL teacher. <p>3-5 Student Work Time:</p> <ul style="list-style-type: none"> ● Optimal student work time would be three 30 minute sessions a day ● Total of 90 minutes of learning activities a day (virtual and paper/pencil) ● 1 SEL lesson once per week ● Specially designed instruction will be determined on an individualized basis and this determination will be made by the IEP team ● Specially designed instruction will be determined on an individualized basis and this determination will be made using student EL plan in 	<p>accommodate student schedules.</p> <ul style="list-style-type: none"> ● Admin will hold regular PLCs with teachers to address appropriate measurement guidelines and professional development. ● EC services will be determined on an individualized basis and this determination will be made by the IEP team <p>Teacher Responsibilities: PreK-2: Options: Each lesson can be taught live and live streamed through Google Meet. Teachers can prerecord videos to show to both face to face and remote students (Flipped Learning)</p> <ul style="list-style-type: none"> ● 2 new lessons a week for Reading and Math (alternate days- example: Reading M/W, Math T/Th) ● 1 new lesson for writing ● 1 new lesson for science / social studies (Social Studies Weekly) ● 1 LetterLand lesson per week ● 1 SEL lesson per week (Second Step, Class Meetings, etc.) ● Provide MTSS interventions- scheduled with individual and small groups of children ● EC services will be determined on an individualized basis and this determination will be made by the IEP team <p>3-5: Options: Each lesson can be</p>
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	<p>collaboration with the ESL teacher.</p>	<p>taught live and live streamed through Google Meet. Teachers can prerecord videos to show to both face to face and remote students (Flipped Learning)</p> <ul style="list-style-type: none">● 2 new lessons a week for Reading and Math (alternate days- example: Reading M/W, Math T/Th)● 1 new lesson for writing● 1 new lesson for science<ul style="list-style-type: none">○ 5th grade will need to provide 2 lessons per week in Science● 1 new lesson for social studies (Social Studies Weekly)● 1 SEL lesson per week (Second Step, Class Meetings, etc.)● Provide MTSS interventions- scheduled with individual and small groups of children● EC services will be determined on an individualized basis and this determination will be made by the IEP team ● BEP Teachers<ul style="list-style-type: none">○ All BEP teachers should work together to provide options for work each week (ex. Choice boards that include all areas)○ Could be added to teacher's Google Meets
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<p>Middle School Work Measurement Guidelines</p>	<p>Student Work Time</p> <ul style="list-style-type: none"> ● 30 minutes per day per core class (remote) ● 20 minutes per day per elective class ● 1 SEL lesson once per week ● Specially designed instruction will be determined on an individualized basis and this determination will be made by the IEP team ● Specially designed instruction will be determined on an individualized basis and this determination will be made using student EL plan in collaboration with the ESL teacher. 	<ul style="list-style-type: none"> ● Options: Each lesson can be taught live and live streamed through Google Meet. Teachers can prerecord videos to show to both face to face and remote students (Flipped Learning) ● Students should work on instruction at their own pace. Teachers should hold office hours to answer student questions. Teachers will need to alternate times to accommodate student schedules. ● Admin will hold regular PLCs with teachers to address appropriate measurement guidelines and professional development. ● EC services will be determined on an individualized basis and this determination will be made by the IEP team
<p>High School Work Measurement Guidelines</p>	<p>Student Work Time</p> <ul style="list-style-type: none"> ● <u>Core Classes</u> <ul style="list-style-type: none"> ○ 45 minutes of student work a day either online or paper pencil ● <u>Elective Classes</u> <ul style="list-style-type: none"> ○ 45 minutes of student work a day either online or paper pencil ● 1 SEL lesson once per week ● Specially designed instruction will be determined on an individualized basis and this 	<ul style="list-style-type: none"> ● Options: Each lesson can be taught live and live streamed through Google Meet. Teachers can prerecord videos to show to both face to face and remote students (Flipped Learning) ● Students should work on instruction at their own pace. Teachers should hold office hours to answer student questions. Teachers will need to alternate times to accommodate student schedules.

	<p>determination will be made by the IEP team</p> <ul style="list-style-type: none"> ● Specially designed instruction will be determined on an individualized basis and this determination will be made using student EL plan in collaboration with the ESL teacher. 	<ul style="list-style-type: none"> ● Administrators will hold regular PLCs with teachers to address appropriate measurement guidelines and professional development. ● EC services will be determined on an individualized basis and this determination will be made by the IEP team
<p>Completion and Submission of Remote and Paper Assignments</p>	<p>Remote</p> <ul style="list-style-type: none"> ● Students should submit one assignment per subject a week to be graded. (Elem.) ● Students should submit work via Canvas or digitally uploaded (email, class dojo, other communication resource) ● Remote assignments should be submitted weekly - by Sunday at midnight (Middle/High) ● Some class assignments would require daily submissions (High School) ● Some class assignments would require weekly submission (High School) ● Students need to submit assignments per instruction of individual teachers, depending on the subject i.e. lab, research paper component etc. (High School) <p>Paper</p> <ul style="list-style-type: none"> ● Students will turn in work as completed. ● If an alternate schedule is needed, students can turn in 	<ul style="list-style-type: none"> ● Students will submit work as necessary following directions for their teacher. ● Remote assignments will need to be submitted weekly. ● If Remote: upload assignment to Canvas or Google Folder. ● If Paper/Pencil: work will be returned to the school weekly. ● Students receiving EC/ESL/504 services will be provided the required classroom accommodations outlined within their Educational Plan for all remote and/or paper assignments.

	<p>work when they come to school on their assigned day or designated drop-off days.</p> <ul style="list-style-type: none"> ● Offer options for parents to turn in paper/pencil assignments <ul style="list-style-type: none"> ○ Drop box at each school location or locations in the communities (daycares, central locations, etc)- so parents can turn in assignments whenever they can. ○ Bus Drivers can collect work during lunch delivery or regular pick-up/drop-off routes. ○ Email picture of completed assignment to the teacher ○ Scan completed work and email to the teacher. ○ District to establish drop off and pickup dates based on the status of school operation. 	
<p>Approved Assessment and Grading of Remote and Paper Assignments</p>	<p>Rubrics</p> <ul style="list-style-type: none"> ● Standards based grading (primarily power standards for each subject) ● Above grade level, at grade level, below grade level - or 	<ul style="list-style-type: none"> ● If remote assignments are online, teachers can access the work and provide feedback on a weekly basis ● Admin will hold regular PLCs with teachers to address

	<p>something like a K-2 report card (4 point scale)</p> <ul style="list-style-type: none"> ● Focus on growth ● Pre-assessments <ul style="list-style-type: none"> ○ Administered at school if alternate schedule is used ○ May be administered and/or proctored remotely <p>Approved Assessments</p> <ul style="list-style-type: none"> ● Schoolnet assessments online ● Approved assessments may be administered and/or proctored remotely. ● If an alternate schedule is used, teachers could administer assessments when students are in the building. ● Pre and post assessments may be used to determine student needs and determine growth. ● Grade level PLCs will collaborate on assessments to be used ● Assessments should cover Power Standards 	<p>assessments and grading best practices and professional development.</p> <ul style="list-style-type: none"> ● Rubrics and assessments will be created during PLCs on power standards. ● All teachers will follow the Individualized Education Plans, for students receiving EC support, to ensure the provision of all outlined accommodations and modifications are provided during assessments. ● EC services will be determined on an individualized basis and this determination will be made by the IEP team
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Component 10

Ensuring 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.

Strategy	Action Steps (Bulleted List)	Resources (Timeline, People Responsible, Supporting Documents, Links)
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		(Bulleed List)
<p>Exceptional Children teachers and Regular Education teachers will complete documentation to ensure modifications/accommodations are followed as outlined on Individualized Education Plans (IEPs)/504 Plans during remote instruction.</p>	<p><i>School Level:</i></p> <ul style="list-style-type: none"> ○ During staff meetings, throughout the year, principals will reinforce the expectation of completing data collection forms ○ Principals complete checks throughout the year (every 4.5 weeks) to ensure completion and accuracy ○ Principals and PLC groups will review logs for modifications/accommodations compliance in Professional Learning Community meetings (PLC) weekly. ○ Documentation of clear explanation being provided to staff regarding all accommodation/modifications for students with IEPs and 504 plans. ○ Training will be provided to teachers regarding the meaning of all accommodations/modifications for all students with IEPs and 504 Plans. <p><i>District Level:</i></p> <ul style="list-style-type: none"> ○ EC District Support: Program Facilitators view documentation of service delivery and implementation of EC modifications/accommodations during mandatory PLCs with each school. 	<p>Timeline: Throughout remote instruction during 2002-2021 year</p> <ul style="list-style-type: none"> ● Administration at each school ● Central Services: Department of Exceptional Children and Student Services ● Teachers (Regular Education and Exceptional Children Teachers/ Related Service Personnel) <p>504 Accommodation/Modification documentation form provided by Student Services to all schools at the beginning of the 2020-2021 school year.</p> <p>The Department of Exceptional Children Programs will provide IEP Accommodation/Modification documentation forms to all schools at the beginning of the 2020-2021 school year.</p>
<p>Exceptional Children teachers and Related Service Providers will</p>	<p>Exceptional Children Teachers and Related Service Providers will be</p>	<p>Timeline: August 2020 - throughout remote instruction time periods in</p>

<p>maintain daily documentation for service delivery as outlined on Individualized Education Plans (IEPs)</p>	<p>provided with Service Delivery Documentation Forms for completion at the beginning of the year</p>	<p>the 2020-2021 school year</p> <p>Exceptional Children Teachers & Related Service Providers</p> <p>Administration at each school - monitor services provided</p> <p>Copy of Blank Service Delivery Documentation Form</p>
<p>Parent Communication</p>	<p>All communications with families, including attempts to instruct students, offer them assistance with work, and check on their mental health will be documented on communication logs.</p> <p>-Administrators: Set an expectation for all teachers/staff to reach out to students and their families (call, email, DoJo, GoogleMeet, Remind,etc).</p>	<p>Timeline: Throughout remote learning time periods in the 2020-2021 school year</p> <p>All staff</p>
<p>Differentiated Instruction will be provided in order to act in good faith to provide all students with meaningful access to instruction, This instruction will be individualized, so that each student’s disability or other circumstances that may impede their ability to meaningfully access their Specially Designed Instruction (SDI) instruction during times of remote learning, are addressed.</p>	<p>A guidance document will be created to outline specially designed instructions for IEP service delivery for all students with an IEP.</p> <p>Best practice for specially designed instruction will include the use of video lessons to allow students repeated access and viewing of the instructional content.</p> <p>Video lessons will not serve as specially designed instruction. Instead, the videos will be used as resource tools to students to assist in reteaching content.</p>	<p>Timeline: Throughout remote learning in the 2020-2021 school year</p> <p>Exceptional and Regular Education teachers, Related Service Providers</p>
<p>Training for teachers and staff on effective use of the remote</p>	<p>Creation of training documents and professional development opportunities for teachers to increase</p>	<p>Central Service EC Support Staff, Teachers</p>

instruction resources as they related to accommodations.	their knowledge of remote instruction resources and how they align to IEP accommodations	
Provide a systematic review of all IEPs and 504 services for accommodating students with healthcare needs and document how services will be delivered during remote learning.	<ul style="list-style-type: none"> ● IEPs and 504s will be written clearly to indicate which accommodations/ modifications are provided remotely and what is provided in the building and how they will be provided in each setting. <ul style="list-style-type: none"> ○ 504 - Use the "Other" box to document this information. ○ EC - The "Prior Written Notice" and minutes forms would include this information. 	<p>August 2020 - through the school year</p> <p>Central Service EC Support staff and Student Service Department will provide training and support to amend IEP/504 documentation</p> <p>Teams will meet to make amendments to existing IEPs/504 plans during the Fall.</p>

Component 11

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.

Strategy	Action Steps (Bulleted List)	Resources (Timeline, People Responsible, Supporting Documents, Links) (Bulleted List)

<p>Establish Definition of Attendance on Remote Instruction Days</p>	<ul style="list-style-type: none"> ● Utilized NCDPI guidance to define attendance components for remote learning days <ul style="list-style-type: none"> ○ If a student has a daily check-in, a two-way communication, with the appropriate teacher (s) <ul style="list-style-type: none"> ■ PreK-5: homeroom teacher ■ 6-12: each course teacher as scheduled ○ and/or if a student completed their daily assignments, either online or offline 	<p>District Team/State Guidance Committee</p>
<p>Establish a process for communicating the remote attendance definition/protocol</p>	<ul style="list-style-type: none"> ● Create Parent Letter/form with signature lines for both the parents and students ● Share letter with schools for distribution ● Track the return of the remote attendance for with signatures at the school level ● Post information regarding remote learning attendance on the school system’s websites and social media platforms ● Utilize SchoolMessenger calls to alert parents of information regarding the remote attendance protocol 	<ul style="list-style-type: none"> ● Melissa Kidd and Beth Davis ● Principals ● Data Managers ● Teachers ● RCSS Public Information Officer
<p>Establish two-way communication processes to maintain the safety and well-being of students and to encourage a successful learning environment.</p>	<ul style="list-style-type: none"> ● Choose a combination of two-way communication processes to track attendance for each school/teacher. Examples of two-way communication 	<ul style="list-style-type: none"> ● Teacher-maintains attendance in PowerSchool based on two-way communication information

	<p>tools include, but are not limited to the following: Google Form, Canvas engagement, virtual meeting, two-way email conversation, online work submission, or phone call for students without Internet access.</p> <ul style="list-style-type: none"> • Clearly communicate the type of two-way communication that will be used by the school/teacher for tracking attendance, verify student well-being, and encouraging a successful learning environment • Teachers track attendance, and if no engagement occurs, the teacher counts the student absent in PowerSchool while continuing to implement strategies to reach the student. • Attendance may be changed based on evidence of student work completion upon returning to school if the work has been designated with dates for assignment/completion. • SchoolMessenger calls will be made by the automated system to alert parents to absences per our current process for in-school days. 	<ul style="list-style-type: none"> • Data manager-maintains attendance records, updates attendance as needed in PowerSchool using attendance change forms submitted by teachers • Principal- oversees attendance records and two-way communication procedures • Guidance Counselor/Student Advocate/Social Worker- assist in securing ways to communicate with students who have not been able to be reached by teachers
<ul style="list-style-type: none"> • Work Completion 	<ul style="list-style-type: none"> • Teachers/schools should clearly label work for assignment/submission with dates to align work completion with remote attendance protocol. • Teachers/schools should clearly communicate with 	<ul style="list-style-type: none"> • Teacher • Principal

	<p>students/parents deadlines and specific assignments for each day of remote learning.</p> <ul style="list-style-type: none"> Principals should monitor processes for determining a change in attendance due to work completion or lack thereof on remote learning days. 	
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Component 12

Providing online and offline contact options for students to communicate with teachers or staff for remote instruction days that are not used as teacher workdays.

Strategy	Action Steps (Bulleted List)	Resources (Timeline, People Responsible, Supporting Documents, Links) (Bulleted List)
One Way Communication	<ul style="list-style-type: none"> Teacher delivers information to students regarding content and assignments via: <ul style="list-style-type: none"> Canvas: Teacher PD, Parent tutorials, App for parents Teacher produced instructional videos Asynchronous lessons scheduled for remote learning days School Website - Make the school website the starting point for all information. The school website must be kept current. Direct parents, students, staff to page as a starting point for everything. Teachers need to update information regularly (weekly at least). Create a mobile friendly site. Social Media (Facebook, Twitter, Instagram) 	<ul style="list-style-type: none"> All teachers Technology Department (PD) School Webmaster School Administration or designee Media Specialist and/or Public Information Officer School Administration and/or CO Administration School administration District operations department Data manager

	<ul style="list-style-type: none"> ● Peachjar ● School Messenger calls with email ● Newsletters - School and/or teachers ● Schedules/Calendars - Teachers set up office hours via Google Meet etc. Use appointment slots in Google calendar. ● At the beginning of the year provide parents with an informational document that outlines expectations specific to online learning. ● Provide opportunities to utilize PowerSchool Parent Portal.. 	
Two Way Communication	<ul style="list-style-type: none"> ● Email (open student email accounts at all grade levels K-12) ● K-5 email accounts: Turn accounts on, Teach students to use email, Communicate with parents regarding use of email, Gagle monitoring, Chat <p>Examples: Class Dojo (primarily K-5), Remind (can be K-12)</p> <ul style="list-style-type: none"> ● Canvas - Teachers create and post lessons, students complete and submit ● Canvas Conferences/Google Meet - for synchronous lessons ● Live chat for parents via G-Chat, Google Meet or Canvas Conferences ● Google Voice for teachers created with a personal gmail 	<ul style="list-style-type: none"> ● Technology Department ● All teachers ● Media Specialists ● Administration
Accuracy of Information	<ul style="list-style-type: none"> ● Essential to obtain and maintain current contact information in PowerSchool from parents/guardians ● Student Information Verification Form printed on blue paper and sent home at the beginning of the school year. The form will 	<ul style="list-style-type: none"> ● School level staff ● All teachers & related service providers ● School social workers ● School counselors ● Student advocates ● Data managers

	include information already on file in PowerSchool. Parents will be asked to verify and edit as necessary.	
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Component 13

Providing technology support for students experiencing technical difficulties on remote instruction days.

Strategy	Action Steps (Bulleted List)	Resources (Timeline, People Responsible, Supporting Documents, Links) (Bulleted List)
Provide a district help desk phone line for remote learners / parents	<ul style="list-style-type: none"> ● Create a dedicated district help desk phone line for users to call for support. ● District help desk coverage would be 9-11am 2-4pm 6-8pm based on reported call times for previous few months. This support window could be changed if recommended. ● Create district help desk link on the district and school web pages 	<ul style="list-style-type: none"> ● IT Department will create the phone number. Media and Technology will create a link via the web page. https://www.randolph.k12.nc.us/remotetelearningresources ● Technicians will be scheduled for coverage of the helpdesk hours. ● A pool of teacher experts in certain applications is needed to provide support for Canvas, grade level applications, etc.
Provide a district help desk email	<ul style="list-style-type: none"> ● Help desk email could be used for technology requests but especially for after hours of the helpdesk operating schedule. ● Template for needed information of request submitted. ● Add email link to web page 	<ul style="list-style-type: none"> ● IT will create the email (RCSShelpdesk@randolph.k12.nc.us) ● Response to email request within 24hrs. ● Media and Technology will add link to web page ● https://www.randolph.k12.nc.us/remotetelearningresources
Allow students to submit requests in the work order system. Teachers could submit work requests for	<ul style="list-style-type: none"> ● Create student accounts in the work order system. ● Tutorial for how to submit 	<ul style="list-style-type: none"> ● IT will create the student accounts. ● Media and Technology / IT

<p>elementary students if contacted or parents could submit via the helpdesk email or phone line.</p>	<p>work orders in the system.</p> <ul style="list-style-type: none"> ● Train users in the work order system to assist them in the process. 	<p>will create the helpdesk tutorial.</p> <ul style="list-style-type: none"> ● Students accounts be will be automatically updated. ● No extra charge to add student accounts to the work order system. ● http://helpdesk.randolph.k12.nc.us/
<p>Purchase Chromebooks with 4yr accidental coverage compared to 3yr coverage. Investigate insurance coverage. Currently charge students for damage to Chromebooks</p>	<ul style="list-style-type: none"> ● Obtain quotes for 4yr accidental coverage and compare cost to 3yr coverage. ● Obtain quotes for insurance policy to cover repairs ● Media and Technology would contact vendors for quotes and compare pricing to determine best value. ● Compare insurance policy cost to accidental coverage cost. 	<ul style="list-style-type: none"> ● Media and Technology will contact vendors for quotes and compare pricing to determine best value for warranty coverage and insurance policy coverage.
<p>Remote Internet Connectivity</p>	<ul style="list-style-type: none"> ● Invest in equipment for a more permanent solution to continue providing wireless in the school parking lots. ● Partner with Churches, local businesses, and community centers to identify available wireless connectivity. ● Research WIFI on rolling or parked buses depending on the needs of students in the area and survey data. (monthly charge for service) 	<ul style="list-style-type: none"> ● Media and Technology will acquire quotes and equipment for wireless and WIFI hotspots. ● IT will configure equipment and install at designated locations and or buses. ● Media and Technology will create a link on the district page for Internet access sites. Media Specialists could add links on the school sites. ● https://www.randolph.k12.nc.us/remoteteachingresource
<p>Support from teachers and school staff for students</p>	<ul style="list-style-type: none"> ● Have designated staff to assist with specific requests that might be requested via phone or email. Staff might be assigned depending on grade level or subject expert. 	<ul style="list-style-type: none"> ● Office staff, designated teachers, media specialists, and lead teachers to assist with questions of certain applications or assigned work requests.

	<p>This could be in addition to the student's regular teacher.</p> <ul style="list-style-type: none"> Depending on the request, office staff or teachers may direct the request to Media and Technology or IT. 	<ul style="list-style-type: none"> Administrator or school technology committee to assign designated staff. Media and Technology or IT
<p>Ability for teachers, Media and Technology, and IT to remote to student computers when students are learning remotely.</p>	<ul style="list-style-type: none"> Determine best software and method for remote connectivity to RCSS windows computers, RCSS, Chromebooks and personal owned devices. Create a tutorial on the use of the remote tool, once selected. 	<ul style="list-style-type: none"> Media and Technology and IT to evaluate and configure remote tools for staff. Media and Technology and IT to create training video / directions to use the tools. https://remotedesktop.google.com/?pli=1
<p>Single Sign On (SSO) solution to enable staff and students to login once and be authenticated to applications based on grade level, job role, etc. This would resolve many of the help requests received during remote learning.</p>	<ul style="list-style-type: none"> Evaluate single sign products Purchase Classlink Determine needed applications for different user groups and grade levels Configure and implement solution Create training material for staff 	<ul style="list-style-type: none"> Media and Technology responsible for evaluating and presenting products to Leadership. Leadership to approve purchase Media and Technology to coordinate and implement Classlink https://www.classlink.com/
<p>Cleaning of Chromebooks depending on stage of restrictions and CDC / Health Department recommendations for start of school</p>	<ul style="list-style-type: none"> Returned Chromebooks will be repaired, updated, and cleaned over the summer. Chromebooks should be assigned to the same student each day to reduce the need for possible recommended daily cleaning. Need for cleaning when transporting Chromebooks to other schools for online testing. 	<ul style="list-style-type: none"> Leadership and administration to recommend procedures for staff and IT for cleaning of computers based on CDC and health department guidance during the school year. http://www.randolphcounty.nc.gov/Departments/Public-Health https://www.cdc.gov/
<p>Training and help material for students and staff</p>	<ul style="list-style-type: none"> Purchase Screencastify for creating video tutorials. Provide training videos and modules for Canvas, logging into Chromebooks, authentication to Zscaler, 	<ul style="list-style-type: none"> Media and Technology, IT, media specialists, lead teachers, classroom teachers, and Central Services would survey or determine tutorial / help guide needs and create

	<p>clearing cache, resetting Chromebook, how to use screencastify, creating a work order, using classlink, steps to try before submitting a work order, using the knowledge base in work order system, and using the remote learning resource page.</p> <ul style="list-style-type: none"> Resources and tutorials already created by teachers for some applications. 	<p>associated content.</p> <ul style="list-style-type: none"> https://www.randolph.k12.nc.us/remoteteachingresources http://helpdesk.randolph.k12.nc.us
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Component 14

Provisions to address the needs of students who are English-language learners, academically and intellectually gifted and those who are homeless

Strategy	Action Steps (Bulleted List)	Resources (Timeline, People Responsible, Supporting Documents, Links) (Bulleted List)
Determine number of EL, AIG, homeless students in the district	<ul style="list-style-type: none"> Utilize programs such as PowerSchool and ELlevation to extract the number of EL, AIG and Homeless students 	<ul style="list-style-type: none"> Collaboration between EL Department, AIG Department, Student Services and Testing & Accountability/PowerSchool Department
Determine computer/high speed Internet access for EL, AIG, homeless students	<ul style="list-style-type: none"> Use survey data 	<ul style="list-style-type: none"> Collaboration between EL Department, AIG Department, Student Services and Technology Department
Provide Chromebooks for students as needed	<ul style="list-style-type: none"> Use survey data Sign out technology 	<ul style="list-style-type: none"> School-Level Staff
Provide Translation software for EL teachers and students	<ul style="list-style-type: none"> ELlevation Google Translate Microsoft Translator 	<ul style="list-style-type: none"> ELlevation Software program will provide translation of parent letters Digital tools will provide students with translations

<p>Modified content for EL, AIG, Homeless students</p>	<ul style="list-style-type: none"> ● Canvas Courses ● Lesson Plans 	<ul style="list-style-type: none"> ● Regular Education teachers are required to provide modifications and accommodations during remote learning according to EL Student Plan
<p>Provide information about broadband Internet options for impacted areas/neighborhoods</p>	<ul style="list-style-type: none"> ● Identify and contact community partners 	<ul style="list-style-type: none"> ● Collaboration between EL Department, AIG Department, Student Services and Technology Department
<p>Communication of services and support for EL, AIG, Homeless</p>	<ul style="list-style-type: none"> ● Mailings of important documents and information 	<ul style="list-style-type: none"> ● Collaboration between EL Department, AIG Department, Student Services, Technology, School-based Leadership
<p>Translation provided for students and parents as needed</p>	<ul style="list-style-type: none"> ● Identify documents to be translated ● Submit documents for translation 	<ul style="list-style-type: none"> ● Parent Liaison will provide translations of school system documents ● Translation Service will provide translation of documents to support students and parents
<p>Provide for social and emotional support</p>	<ul style="list-style-type: none"> ● Understand Social and emotional challenges for AIG, EL, and Homeless students 	<ul style="list-style-type: none"> ● Bilingual ESL teachers and Parent Liaison ● SEL Resources ● Edutopia-SEL Resources
<p>Differentiated Instruction</p>	<ul style="list-style-type: none"> ● Collaboration between AIG Specialists and teachers ● Differentiated Lessons ● NCDPI K-12 AIG Remote Resources Link ● RCSS AIG Resources ● Middle School Collegeboard's SpringBoard Resources ● Tiered assignments ● Extensions of standards mastered ● PBL-Project Based Learning 	<ul style="list-style-type: none"> ● NCDPI AIG Remote Resources ● RCSS AIG Plan & Resources ● Grade 3 ● Grade 4 ● Grade 5 ● SpringBoard-Middle School ELA ● Byrdseed-Differentiated Instruction ● Depth & Complexity ● Carol Ann

		<ul style="list-style-type: none"> Tomlinson-Differentiated Instruction Tomlinson-Differentiated Instruction-2 Edutopia-Strategies
Enrichment Opportunities	<ul style="list-style-type: none"> Lessons connected to student interests and passions Academic areas of expertise Exploration of careers 	<ul style="list-style-type: none"> Occupational Outlook Handbook Student Interest Survey
EL Resources	<ul style="list-style-type: none"> EL Director and designated EL teachers 	<ul style="list-style-type: none"> NCDPI -ELL Remote Resources RCSS EL Instructional Resources NCDPI Resources for ELs During Remote Learning
AIG Documentation-Differentiated Education Plan (DEP) with Remote Learning Option Included	<ul style="list-style-type: none"> Revised Differentiated Education Plan (DEP) for Grade-Spans Grades 3-5 Grades 6-8 Grades 9-12 	<ul style="list-style-type: none"> DEP Documents Revised

Component 15

An item addressing the local limitations that districts and schools confront in executing quality remote instruction, such as availability of broadband and needed devices.

As a rural district with a large geographical land mass, a significant number of students and families struggle to access basic resources. These resources include, but are not limited to, food, housing, healthcare, and transportation. The range of circumstances in Randolph County is vast; and the limitations on staff and student interactions necessitated by remote learning creates different challenges depending on many factors, including parent availability, health and safety, a parent’s willingness or ability to participate in the student’s education in addition to technology access and other at-home circumstances.

Availability of broadband and high speed internet access is an issue in our district. Many rural areas are not covered by cell phone signals. Many of these areas are also not serviced by telecommunication companies for Internet access. This limitation affects both teachers and student access during remote learning. Approximately, 3200 (20%) students in our district do not have access to high speed internet. We have created several ways to attempt to deal with the connectivity issue, and our plans will include ways to address the connectivity issues faced by our constituents.

Access to a laptop or chromebook is also an issue. The district currently needs 6,242 chromebooks/devices for every student to have a device. This would include sending home every student device the district currently has. The district also needs an additional 505 devices for teachers and staff to support instruction during remote learning.

Remote learning presents unique challenges; our plan will include efforts to increase these crucial resources for every student, or, where the availability of either connectivity or devices are a continuing obstacle or where there are other methods of providing instruction better suited to the unique needs of a student, we will address those issues. As is true with some learners, including but not limited to Students with Disabilities and English Language Learners, there continues to be challenges with providing students with educational delivery that allows them to fully access their education. Depending on the needs of the student, some related services that are typically delivered in person may be significantly altered by a virtual delivery. Each individual student's needs will be considered in order to provide the best education we can considering the limitations during the pandemic, and it will be important for families and school personnel to work together to address the obstacles raised by remote learning.

Finding qualified and available personnel has also been a challenge for some components of education during the pandemic, including finding a sufficient number of qualified personnel to deliver instruction to our English Language learners. We are working to increase our personnel resources in difficult to fill positions. The expected needs of returning students may be greater than the personnel and related services consultants we can access, and we are concerned about meeting the needs of all students in a timely manner.