



**RANDOLPH**  
County School System

**Students First in All We Do**

# Remote Instruction Guide

# REMOTE INSTRUCTION

## IS

IN UNITS OR  
MODULES

FOCUSED ON  
LEARNING

BASED ON  
FUNDAMENTAL  
STANDARDS

DELIVERY OF  
INSTRUCTION

CREATIVE PROBLEM  
SOLVING

## IS NOT

STAND-ALONE  
ACTIVITIES

FOCUSED ON  
GRADES

BUSY WORK TIED  
TO SEAT TIME

SOLELY  
ASSIGNMENT  
COMPLETION

RECALL &  
REPETITION

## QUALITY

## QUANTITY

# Tips for Creating Remote Instruction Lessons

## "CHUNK" CONTENT

As much as you can, group content into modules. This allows students and parents to see where they are and what is coming up. Creating individual assignments can be confusing and hard to follow remotely.

***Canvas Modules are easy ways to group content.***



## SCHEDULE STUDENT CHECK-IN TIMES

Set an established time when you and your students can touch base and have them prepare questions they had during the exercises.

Video Meeting Tools: Google Meet and Canvas Conferences.



## GIVE PARENTS TIME

Communicate weekly expectations to parents, rather than daily. Parents that are working remotely need time to plan their student's learning into their schedule as well.

Remind, Class Dojo, Canvas Parent App, Talking Points are great tools for parent communication.



## CREATE ONLINE ASSESSMENTS

Check in on your students' learning progress through online methods.

Use a tool like Google Forms or a Canvas Quiz that allow students to give you data on their level of understanding.



## PROMOTE COLLABORATION

Create spaces in your courses for students to work together. We know that when they are able to collaborate higher levels of learning take place.

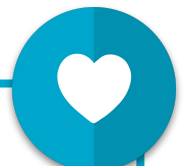
Use tools like Google Docs and Canvas Discussion boards to create collaboration spaces



## BE FLEXIBLE

Be empathetic of the home situation of students as some may not have available adult supervision or reliable internet.

If students need special support be open to their unique needs.



# Remote Instruction Guidelines – Grades PK – 5 Expectations

## Lesson Expectations

- Lesson framework should be aligned with the 5-E Lesson plan model and should be placed in Canvas. Lessons should allow for student flexibility with time as well as choice in activities and should include opportunities for students to explore real world connections as well as opportunities to develop interpersonal skills.
- An opportunity for teacher-led video-conferenced or pre-recorded lessons will be scheduled at a minimum of twice per week for each class/course. Times should be communicated with students in advance.
- Guidance for Instruction:
  - **PK - Grade 2:** Total of 45 minutes of learning activities a day (virtual or paper/pencil) outside of direct instruction (minimum of 2 new lessons a week for Reading and Math, 1 new lesson for writing, 1 new lesson for science / social studies (Social Studies Weekly), 1 LetterLand lesson per week)
  - **Grades 3-4:** Total of 90 minutes of learning activities a day (virtual and paper/pencil) outside of direct instruction (minimum of 2 new lessons math/reading per week; 1 new lesson writing; 1 new lesson science; 1 new lesson social studies)
  - **Grade 5:** Total of 90 minutes of learning activities a day (virtual and paper/pencil) outside of direct instruction (minimum of 2 new lessons math/reading per week; 1 new lesson writing; 2 new lessons science; 1 new lesson social studies)
  - **Specially Designed Instruction (ESL/EC):** Services will be determined on an individualized basis
- All BEP teachers should work together to provide options for work each week (ex. Choice boards that include all areas).
- Keep in mind that many families have limited data, internet, and/or one device which must be shared between multiple people.

## Communication Expectations

- Teachers will hold office hours to answer student questions before school, after school, or during planning.
- Each teacher will provide a suggested weekly schedule for students that can guide their planning.
- In addition to the instructional lessons provided, every student is contacted at least once a week using the RCSS approved communication tools with more frequent contact taking place as individual need arises.
- Clearly communicate the the type of two-way communication that will be used by the school/teacher for tracking attendance, verifying student well-being and encouraging a successful learning environment, along with the expectation for work completion. Please note this process could change with additional guidance from the state.

## Grading Expectations (Per subject area)

- Focus on student mastery of power standards.
- Timely meaningful feedback will be provided for all students and their parents to promote growth. (Grades should be updated weekly in PowerSchool.)
- Take into account that many students will face unique barriers, be flexible with assignment submission and adhere to student accommodations/modifications based on the student's IEP, 504, DEP, or EL Student Plan.

# Remote Instruction Guidelines – Grades 6 – 8 Expectations

## Lesson Expectations

- Lesson framework should be aligned with the 5-E Lesson plan model and should be placed in Canvas. Lessons should allow for student flexibility with time as well as choice in activities and should include opportunities for students to explore real world connections as well as opportunities to develop interpersonal skills.
- An opportunity for teacher-led video-conferenced or pre-recorded lessons will be scheduled at a minimum of twice per week for each class/course. Times should be communicated with students in advance.
- Guidance for Instruction:
  - **Core Classes:** Total of 30 minutes of learning activities per class (virtual or paper/pencil) outside of direct instruction
  - **Elective Classes:** Total of 30 minutes of learning activities per class (virtual or paper/pencil) outside of direct instruction
  - **Specially Designed Instruction (ESL/EC):** Services will be determined on an individualized basis
- Keep in mind that many families have limited data, internet, and/or one device which must be shared between multiple people.

## Communication Expectations

- Teachers will hold office hours to answer student questions before school, after school, or during planning.
- Each teacher will provide a suggested weekly schedule for students that can guide their planning.
- In addition to the instructional lessons provided, every student is contacted at least once a week using the RCSS approved communication tools with more frequent contact taking place as individual need arises.
- Clearly communicate the type of two-way communication that will be used by the school/teacher for tracking attendance, verifying student well-being and encouraging a successful learning environment, along with the expectation for work completion. Please note this process could change with additional guidance from the state.

## Grading Expectations (Per subject area)

- Focus on student mastery of power standards.
- Timely meaningful feedback will be provided for all students and their parents to promote growth. (Grades should be updated weekly in PowerSchool.)
- Take into account that many students will face unique barriers, be flexible with assignment submission and adhere to student accommodations/modifications based on the student's IEP, 504, DEP, or EL Student Plan.

# Remote Instruction Guidelines – Grades 9 – 12 Expectations

## Lesson Expectations

- Lesson framework should be aligned with the 5-E Lesson plan model and should be placed in Canvas. Lessons should allow for student flexibility with time as well as choice in activities and should include opportunities for students to explore real world connections as well as opportunities to develop interpersonal skills.
- An opportunity for teacher-led video-conferenced or pre-recorded lessons will be scheduled at a minimum of twice per week for each class/course. Times should be communicated with students in advance.
- Guidance for Instruction:
  - **Classes:** Total of 45 minutes of learning activities per class (virtual or paper/pencil) outside of direct instruction
  - **Randolph Early College High School Classes:** Traditional high school courses will follow the guidelines for RCSS 9-12 classes as listed above. RCC courses will follow the RCC guidelines for instruction.
  - **iLearn Classes:** These courses will follow the guidelines for RCSS 9-12 classes as listed above.
  - **NCVPS and CCP Classes:** These courses will follow the guidelines of the teachers/professors from NCVPS or the supporting college/university.
- Keep in mind that many families have limited data, internet, and/or one device which must be shared between multiple people.

## Communication Expectations

- Teachers will hold office hours to answer student questions before school, after school, or during planning.
- Each teacher will provide a suggested weekly schedule for students that can guide their planning.
- In addition to the instructional lessons provided, every student is contacted at least once a week using the RCSS approved communication tools with more frequent contact taking place as individual need arises.
- Clearly communicate the type of two-way communication that will be used by the school/teacher for tracking attendance, verifying student well-being and encouraging a successful learning environment, along with the expectation for work completion. Please note this process could change with additional guidance from the state.

## Grading Expectations (Per subject area)

- Focus on student mastery of power standards.
- Timely meaningful feedback will be provided for all students and their parents to promote growth. (Grades should be updated weekly in PowerSchool.)
- Take into account that many students will face unique barriers, be flexible with assignment submission and adhere to student accommodations/modifications based on the student's IEP, 504, DEP, or EL Student Plan.

# Remote Instruction Guidelines – Exceptional Children

## Specially Designed Instruction (SDI)

- Each **Individualized Education Plan (IEP)** will outline services that will be provided during remote learning time frames.
- For students following the core curriculum, collaboration with general education is required to provide instruction and to ensure accommodations and modifications are appropriately implemented and documented.
- Co-teaching should continue as outlined on Individualized Education Plans (IEPs) by the general education and special education teacher.
- **“Live”** instruction is a requirement of **Specially Designed Instruction (SDI)**. In order to address the unique needs of students with disabilities, special education providers will continue the work with families to collaboratively identify the most essential services for each student that can be provided both directly and indirectly in remote and in-person learning environments. Service plans may be adjusted as needed for the circumstances of the learning environment.
- Asynchronous work is great for student independent practice and continued learning opportunities, but it is **not** specially designed instruction without the feedback and interaction components provided by the special education teacher.
- **Resource, Inclusion, Content Support, Concrete Learner (CLC) and Cross-Categorical (CC) Teachers** - Teacher-led “live” lessons aligned with the NC State Standards and IEP goals will be utilized for instructional purposes through approved conferencing applications.
- **Extended Content Standards (ECS) Teachers** - Unique Learning Systems and teacher-led “live” lessons aligned with the Extended Content Standards will be utilized for instructional purposes in conjunction with approved conferencing applications for SDI.
- **Occupational Course of Study (OCS) Teachers** - NCVPS and iLearn will be utilized for instructional purposes. These will be facilitated by special education teachers in conjunction with approved conferencing applications. Guidance will be provided for students regarding work hour completion.

## Related Services

- Related service providers will continue to provide and document services as outlined on the IEP.

## Communication and Data Collection

- Teachers will communicate with students and families through approved conferencing applications. (Canvas and Google Meet)
- Teachers will have in place consistent data collection and service log procedures for use across hybrid and remote learning environments.
- A log containing the following information must be kept: **Student Name**, **Platform** (phone, Canvas, GoogleMeet, etc.), **Time Served** (begin and end time), **Service Delivery Area Provided** (reading, behavior, math, etc.), **IEP Goals Addressed**, and **Progress Monitoring Data**.



# Remote Instruction Guidelines – English Learners

## Lesson Expectations

- ESL teachers will collaborate with general education teachers to ensure that appropriate modifications and accommodations are provided during lessons based on English Learner Student Plan.
- EL Student Plans are available for all certified staff members to review on Ellevation's platform.
- In each English Learner's profile in Ellevation, Can Do Descriptors are available by domain and proficiency level to aid teachers in differentiating and scaffolding instruction.
- ESL teachers will provide language goals for English Learners.
- An opportunity for video-conferenced or recorded lessons will be scheduled once a week for all English Learners.
- ESL services will be based on student proficiency levels stated on the Language Instruction Educational Program (LIEP) chart, alternating with days for independent practice using instructional activities.
- Small group instruction should be provided during video-conferenced sessions.
- Co-teaching should continue with collaboration with general education and providing support for language acquisition and accessing academic content.
- ESL teachers will work closely with core teachers to design Canvas courses and differentiate instruction and assignments.
- Block Classes (high school) should provide video-conferenced instruction twice weekly, alternating with days for independent practice using instructional activities.
- Use Canvas as the learning management system for recorded lessons, websites, and communication.
- Collaborate, share, and provide joint instruction with other ESL teachers across the district.
- Bilingual staff will provide additional support to Newcomers.

## Communication Expectations

- ESL teachers will document evidence of collaboration with teachers. Log will contain the date, teacher, grade, and platform (RCSS approved).
- ESL teachers will share responsibility for communicating general information to English Learners. Tools like "Talking Points" can be used to communicate with parents who do not speak English.
- ESL teachers will document parent and student communication. Logs will contain the date, student/parent name, grade, and platform (RCSS approved).
- ESL teachers should hold office hours to answer student questions alternating times to accommodate student schedules.
- ESL teachers will provide a monthly calendar with EL service schedule.
- If there are English Learners that teachers cannot support because they do not have access, please, continue to communicate with them to stay connected and provide support.
- ESL teachers will schedule and lead team meetings.



# Remote Instruction Guidelines – MTSS

## Communication Expectations

- We recommend a weekly "check in" with parents/students to provide additional support to families of at-risk students (Tier 2 and 3)
- A "check in" could come from support staff such as: Title 1 Teachers, Instructional Coaches, Counselors, Instructional Assistants, MTSS coaches, etc. Ideally this would be someone the student is familiar with.

### Classroom Assignment Support:

- Ask: Do you need any help with the assignments provided by the classroom teacher?

### Additional Support:

- Ask: Do you have any questions, problems or issues I can help address to support learning at home? (staying focused, frustrations completing assignments, keeping up with assignments, behavior issues, etc.)

### Emotional Support:

- Provide families with reassurance/positive comments and remind them that we are all in this together.
- Remind families that one of the most important things they can do is to have their children READ EVERY DAY for at least 20-30 min.

## Intervention Expectations

- Interventions should still be completed.
- A student's documented intervention may not be able to be implemented virtually. However, alternative interventions should be used to avoid learning loss.
- Remember that interventions should be instructional in nature. Use a gradual release model to provide support, but to also allow students to practice independently.

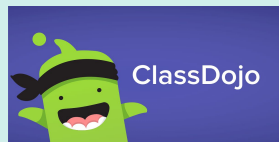
# Remote Instruction Communication

## RCSS Approved Applications

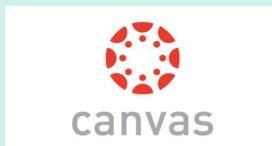
### PreK-5 Communication



Phone  
Conference  
with Parent



Text Through  
Class Dojo



Canvas



Google  
Meet



Text in Multiple  
Languages  
Through  
Talking Points



School  
email

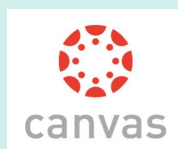


Shared  
Google  
Document

### 6-12 Communication



Phone  
Conference  
with Parent



Canvas



Google  
Meet



School  
email



Text with  
Remind



Shared  
Google  
Document



Text in Multiple  
Languages  
Through  
Talking Points

# RCSS Remote Instruction Core Technology Tools



canvas

Canvas is the district's Learning Management System. Canvas streamlines digital content, resources, and lessons in one easy place for students, parents, and teachers. All lessons will be stored and accessible in Canvas.



**Google Meet**

Google Meet is the district's approved Video Conferencing Tool. Students and Teachers can securely video conference using any computer browser or mobile device.



Screencastify is the district's approved screen recording tool. Teachers can use Screencastify to record instructional videos and video conferences for students to access in Canvas.



Classlink is the district's Single-Sign-On Portal. Using Classlink's Launchpad Backpack, students and teachers can sign in once to access all digital resources in one place.

## Technology Support

### **Technology Helpdesk Hours:**

**9:00am - 11:00am, 2:00pm - 4:00pm, 6:00pm - 8:00pm**

**Technology Helpdesk Line: 336-633-5160**

### **Technology Helpdesk Email:**

**helpdesk@randolph.k12.nc.us**