Report to the North Carolina General Assembly

Remote Instruction

School Calendar For The 2024-2025 School Year

HB 103/S.L. 2022-74/Section 7.13.(b)

STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION VISION
Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

STATE BOARD OF EDUCATION MISSION
The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

The above State Board of Education information is a record of the board members at the time of this document's approval for publication. For the current list of State Board Members, Vision and Mission Statements, go to www.dpi.nc.gov/about-dpi/state-board-education.

NC DEPARTMENT OF PUBLIC INSTRUCTION
Maurice "Mo" Green, State Superintendent / 301 N. Wilmington Street, **Raleigh, North Carolina 27601**

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REPORT TO THE NC GENERAL ASSEMBLY:

REMOTE INSTRUCTION

HOUSE BILL 103. SESSION LAW 2022-74. SECTION 7.13.(B)

BACKGROUND

This report meets the legislative requirements set forth in NC Session Law 20022-74, Section 7.13.(b) states, "The State Board of Education shall report by September 15 annually to the Joint Legislative Education Oversight Committee on the following information related to remote instruction:". This report provides a statewide summary of the Remote Instruction Plans that were submitted to the NC Department of Public Instruction for the 2023-2024 school year.

This report includes the following:

(1)   A copy of each governing board's remote instruction plan.

(2)   A summary document of the following:

> a. The number of remote instruction days or hours used by each public-school unit in the prior school year.

> b. Strengths, challenges, and trends noted by the State Board in its review of how governing boards implement remote instruction.

> c. Any other data deemed by the State Board to be useful to the Joint Legislative Education Oversight Committee in evaluating the use and delivery of remote instruction in emergency circumstances. (2021-130, s. 3(a); 2022-59, s. 1(a), (b); 2022-74, s. 7.13(a), (b).)

As stated in Subsection (b) of Section 7.13,

(a) Remote instruction means instruction delivered to students in a remote location outside of the school facility, whether synchronously or asynchronously. Instructional days or hours provided through any of the following shall not be considered remote instruction:

(1)   North Carolina Virtual Public-School courses.

(2)   E-learning courses that meet the requirements of G.S. 115C-238.85.

(3)   Institution of higher education courses, as provided in Article 16 of this Chapter or G.S. 115D-20(4).

(4)   Homebound instruction required for a student by an individualized education program, as defined in G.S. 115C-106.3(8), or a section 504 (29 U.S.C. § 794) plan.

(5)   Instruction provided to a student during a short- or long-term suspension.

(b) A public school unit in a county that has received a good cause waiver, as provided in G.S. 115C-84.2(d), for the school year may use up to 15 remote instruction days or 90 remote instruction hours when schools are unable to open due to severe weather conditions, energy shortages, power failures, or other emergency situations and may use that time towards the required instructional days or hours for the school calendar. All other public-school units may use up to five remote instruction days or 30 remote instruction hours when schools are unable to open due to severe weather conditions, energy shortages, power failures, or other emergency situations and may use that time towards the required instructional days or hours for the school calendar.

(c) Except as provided in Part 3A of Article 16 of this Chapter or subsection (b) of this section, a public-school unit shall not use remote instruction to satisfy the minimum required number of instructional days or hours for the school calendar.

(d) A governing board that chooses to use remote instruction as provided in subsection (b) of this section shall submit to the State Board, by July 1 annually, a remote instruction plan that provides a detailed framework for delivering quality remote instruction to students for the upcoming school year and information on the number of remote instruction days or hours used in the prior school year to satisfy instructional requirements, when applicable. At a minimum, the plans submitted by governing boards shall include the following:

    (1)   Identification of the resources that will be used to facilitate remote instruction.

    (2)   Communication with and training opportunities for teachers, administrators, instructional support staff, parents, and students on how to access and effectively use remote instruction resources, including regular opportunities for students to use those resources during nonremote instructional days to ensure student success during remote instruction.

    (3)   Establishment of methods for tracking and reporting attendance during remote instruction, including protocols for determining attendance, the reporting system to be used, and how attendance procedures will be communicated to parents before remote instruction begins.

    (4)   Establishment of staff roles and expectations for remote instruction days, including teacher workdays, teacher accessibility, and noncertified staff workdays and responsibilities.

    (5)   Communication of learning targets to students on each remote instruction day and development of measures to ensure that remote instruction time, practice, and application components support learning growth that continues towards mastery of the standard course of study.

    (6)   Development of remote instruction options appropriate for teachers and students with limited connectivity capability, including the opportunity for students to download remote instruction materials in advance when practicable.

    (7)   Provision of remote instruction for students with disabilities in a manner consistent with each student's individualized education program (IEP), as defined in G.S. 115C-106.3, or section 504 (29 U.S.C. § 794) plan. Remote instruction 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.

(e) The State Board of Education shall report by September 15 annually to the Joint Legislative Education Oversight Committee on the following information related to remote instruction:

    (1)   A copy of each governing board's remote instruction plan.

    (2)   A summary document of the following:

        a.   The number of remote instruction days or hours used by each public-school unit in the prior school year.

        b.   Strengths, challenges, and trends noted by the State Board in its review of how governing boards implement remote instruction.

        c.   Any other data deemed by the State Board to be useful to the Joint Legislative Education Oversight Committee in evaluating the use and delivery of remote

instruction in emergency circumstances. (2021-130, s. 3(a); 2022-59, s. 1(a), (b); 2022-74, s. 7.13(a), (b).)

A COPY OF EACH GOVERNING BOARD'S REMOTE INSTRUCTION PLAN:

[Public School Units: Remote Instruction Plans Pursuant to SL 2022-74](#)

A SUMMARY DOCUMENT OF THE FOLLOWING:

The number of remote instruction days or hours used by each public-school unit in the prior school year.

[Public School Units: Number of Remote Instruction Days Pursuant to SL 2022-74](#)

Strengths, challenges, and trends noted by the State Board in its review of how governing boards implement remote instruction.

Strengths

As PSUs developed and refined high-quality Remote Instruction Plans, many strengths emerged in the process of development of the most effective teaching and learning for NC's public-school students.

The primary strengths reported by PSUs are:

- Clear platform/LMS readiness. Most plans name at least one live-conferencing tool and one learning platform, spanning multiple grade bands—for example, Microsoft Teams or Google Meet for live connection and Canvas, Teams, Google Classroom, or Infinite Campus as the instructional hub

- Multi-channel communication to staff and families. Plans consistently use email, automated calls, websites, LMS announcements, and meetings; many also add family-facing apps (e.g., ClassDojo, TalkingPoints).

- Structured professional learning for educators. PD is offered in multiple modes (in-person, synchronous virtual, and self-paced).

- Family training and practice for students. Most plans commit to short videos, tutorials, and opportunities to practice in the LMS during in-person days so students and families are comfortable before an emergency

- Well-defined attendance protocols. The attendance checkbox grids show multiple acceptable evidence types—two-way check-ins, submitting work online/offline, joining a synchronous class, or completing a digital sign-in—plus routine monthly validation at the school and/or district level.

- Emphasis on learning targets and feedback. Plans call for posting targets daily, using student-friendly "I can…" statements, discussing targets at the start of lessons, and checking understanding. Some also require weekly "Week-at-a-Glance" overviews to families.

- Student services and accessibility. Provisions for students with disabilities are explicit: co-teaching, small-group support, accommodations, adapted materials, and assistive technology

- Offline/no-tech options and connectivity support. Many plans keep print packets and textbook resources ready and list connectivity solutions like hotspots, LTE devices, PBS NC At-Home Learning, and community Wi-Fi maps.

- Role clarity and teacher availability. Teacher and noncertified staff responsibilities are spelled out—live instruction, small-group support, responding via email/LMS, and completing admin tasks—along with availability during working hours and office hours where required.

Challenges

While PSUs have developed high-quality Remote Instruction Plans, challenges remain to ensure the most effective teaching and learning for NC's public-school students.

The primary challenges reported by PSUs are:

- Tool fragmentation and consistency. Several plans operate multiple LMS or conferencing tools by grade band, and at least one plan lists no default live-conferencing platform, which can confuse staff and families.

- Access & connectivity gaps. Device shortfalls and home internet speed remain pain points, and distributing paper materials quickly in emergencies is difficult.

- Variable expectations for synchronous time and office hours. The teacher-accessibility matrices differ—some require availability "during all working hours" via email/LMS and office hours; others limit expectations to certain time spans—leading to uneven student experiences.

- Attendance workload. Teachers are responsible for entering attendance for off-site students.

- Teacher time and PD depth. Even with training available, some plans note the challenge of teacher buy-in and time to deepen LMS use; others mention security or timing issues that required additional support.

Trends

- Convergence on a small set of core tools. Canvas and Google Classroom are the most common LMS environments, with Seesaw present in earlier grades; for live sessions, Microsoft Teams and Google Meet are the most prevalent.

- Rich ecosystems of digital curriculum. Commonly selected resources include Schoolnet, Discovery Education, Khan Academy, Desmos, BrainPop, i-Ready/iXL, Renaissance/STAR, and Lexia.

- Standardized practices for learning targets. Posting daily targets, using student-friendly language, and informally assessing progress are now routine. Several plans add weekly overviews to families.

- Attendance norms: multiple evidence types + 3–5-day submission windows. The attendance grids repeatedly show assignment submission (online/offline), live participation, or teacher two-way contact as valid evidence, with most windows set at ~3 days (some longer).

- Routine monthly validation. School- and/or district-level monthly checks are built into most plans.
- Defined staff roles and availability. Teachers are expected to teach live or provide small-group support, manage assignments/feedback, and respond via email/LMS during defined hours; noncertified staff assist instructionally and administratively.
- Connectivity mitigation is now standard. Plans list hotspots, LTE devices, community Wi-Fi maps, and PBS NC At-Home Learning; offline print materials remain a staple.

Any other data deemed by the State Board to be useful to the Joint Legislative Education Oversight Committee in evaluating the use and delivery of remote instruction in emergency circumstances. (2021-130, s. 3(a); 2022-59, s. 1(a), (b); 2022- 74, s. 7.13(a), (b).

Report to the North Carolina General Assembly: Statewide Trends in Student Digital Learning

Overall, PSUs shared the Remote Instructions Plan components helped them to plan, communicate, and to deliver effective and quality education remotely when needed. NCDPI will continue to provide professional development opportunities, technical assistance, coaching, and instructional/programming resources, and to monitor patterns and trends. NCDPI will intentionally review concerns heard from stakeholders to determine if further support is needed through practices or policies and to share promising practices with the field to build capacity and success.

For questions/concerns, please contact:

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