Report to the North Carolina General Assembly

Remote Instruction

School Calendar For The 2022-2023 School Year

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

NC DEPARTMENT OF PUBLIC INSTRUCTION
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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 2022-2023 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:

- Professional Development/Teacher Readiness: PSUs reported that significant professional learning to support remote instruction has been occurring since March 2020. Professional development has been focused on pedagogical shifts to support remote/blended instruction, the social-emotional well-being of students, and digital teaching and learning.

- Flexibility: PSUs appreciate the flexibility to use these days, if necessary.

- Alignment: PSUs reported better overall alignment of curriculum and instruction, community involvement, communication, processes, online tools, and learning platforms to deliver instruction remotely. The Remote Instruction Plan has strengthened the communication, development, and delivery of remote instruction and focused the PSUs on one vision during this time of COVID-19.

- Teachers/Staff: PSUs reported on the incredible dedication, support, and willingness of their teachers and staff to learn, adapt and be flexible during this period of change. Teachers and staff have worked together to meet the needs of remote learning.

- Devices: PSUs reported increased access to devices for students and staff have been a major strength in delivering remote instruction.

- Digital Content/LMS: PSUs reported increased implementation, standardization, and usage of Learning Management Systems and digital content, both locally created and purchased. The digital platforms provide the ability to provide individualized and group instruction using the teacher's digital content.

- Support and Feedback: PSUs reported increased support, feedback, and communication between all entities, including between NCDPI, PSUs, administrators/teachers, and families/students.

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:

- Connectivity: PSUs reported that reaching families in remote areas with limited or no internet access or effective connectivity is one of the biggest challenges to remote learning.

- Professional Development: PSUs reported challenges to continue developing the expertise of their educators for remote/blended learning to increase student engagement when utilizing remote learning; to provide equity in teaching and learning for every student, including EC and EL; and to be more digitally competent with various online tools and programs.

Trends

- Connectivity:
  - Struggles for broadband connectivity especially in areas without cellular availability.
  - Expanded usage of mobile WIFI hotspots where cellular coverage is available.
  - Non-connected households may be served with paper-pencil packet, which may not be as high of quality as connected methods.

- Digital Resources and Platforms:
  - Significant increase in the implementation of one-to-one computing, where each student and teacher is assigned a mobile computing device, primarily Chromebooks allows for the school to more efficiently switch to a remote instruction day.
  - Schools are noting the continued need for staff skilled in Digital Learning Competencies and digital learning standards for students.
  - PSUs continue to need access to high quality, standards-aligned online K-12 curriculum.

- Professional Development:
  - Continue professional development regarding remote instruction and digital tools and devices to refine practice.

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)..

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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