PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction

REMOTE INSTRUCTION PLAN

Pursuant to SB704 (SL2020-3) and SBE policy SPLN-006, each Public School Unit (PSU) must submit a Remote Instruction Plan to enable a framework of quality remote instruction by July 20, 2020.

For ease of completion and submission, each PSU will use the template below for each of the required components for the Remote Instruction Plan (RI Plan).

Public School Unit	Global Scholars Academy
Superintendent/Director	Dr. Pamela Baldwin
Remote Instruction Plan Coordinator	Name: Dr. Pamela Baldwin Title: Head of School Email Address: pbaldwin@globalscholarsacademy.org Phone Number: 919-682-5903
Team Members Responsible for Remote Instruction Plan	Head of School, Assistant Head of School, teachers, teacher assistants, parents, and educational consultants (School Leadership Team).
Date Submitted to NCDPI*	July 15, 2020

*This Remote Instruction Plan is submitted by the public school unit on behalf of the governing body of the public school unit in response to SBE policy SPLN 006, based on SB704 (SL 2020-3).

1. How is your PSU consulting with teachers, administrators and instructional support staff, parents, students, community partners, and other stakeholders in developing the Plan and effectively communicating the Plan to all involved parties?

> Global Scholars Academy (GSA) met with the School Leadership Team on several occasions to discuss the Remote Learning Plan. The team reflected on the remote experience over the last several months. Based on these discussions, it was determined a survey was needed to get feedback from all stakeholders regarding the remote learning plan. The feedback from the survey has been a road map to diagnose the areas that need enhancement or improvement. Ongoing communication was conducted through Zoom meetings, Class Dojo, emails, and the Bright Arrow calling system. Also, paper copies were made available for stakeholders that did not have internet access.

2. How is your PSU training teachers and staff on effective use of the remote instruction resources utilized by the public school unit and the process for student submission of completed work? The Plan shall

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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.

Global Scholars Academy conducted face-to-face and virtual training on a variety of instructional resources the week before the official closure of all schools. GSA has offered and will continue to offer suitable resources that will support student learning. Google Classroom will be used for the submission of completed work and Zoom will be the platform for student/teacher interaction. Please see the resources presently used and other resources that will be implemented for the 2020-2021 school year. GSA Remote Instructional Resources

3. How is your PSU defining and clearly communicating staff roles and expectations for remote instruction days, including teacher workdays, teacher accessibility, and noncertified staff workdays and responsibilities? The Plan may include variances for staff expectations when remote instruction days are also used as teacher workdays.

Global Scholars Academy will have a new Head of School effective July 1, 2020. During this transition period, roles will be clearly defined with expectations and duties for remote learning and any requirements related to COVID 19.

Remote Learning Day- Teachers and non-certified instructional support staff will work from 8:00 a.m. to 4:00 p.m. on remote learning days.
Core teachers will provide virtual instruction to the students for four hours each day in the morning. Two hours of direct instruction and two hours using instructional online resources. Core teachers will be accessible during their office hours, 12:30 p.m. to 4:00 p.m. daily.
Special teachers (PE, Art, Music, STEM) will provide instruction to the students in the afternoon after the lunch break for 30 to 45 minutes based on grade level. They will provide office hours in the morning and prepare virtual lessons that support the students.
Support Staff (Counselors, Instructional Specialist, EC) will provide a variety of series to support the students and the families of GSA. They may be contacting students/parents about academics, social-emotional follow-up with students, attendance or IEP meetings via phone or virtual and planning meetings with community outreach. Office hours are flexible and available by appointment to meet the needs of the parents.
Non-Certified staff will work in collaboration with their assigned teacher to provide instructional support to the students. Teacher Assistants will monitor student progress in virtual whole/ small group lessons and 1:1 support for specific students. They will provide student feedback on work assignments, homework assistance as needed and contact parents as requested. They may also be assigned other duties. Core teachers will be accessible during their office hours,12:30 p.m. to 4:00 p.m. daily. Conferences are also available at other times by appointment.
Administrators will implement the plan for Remote Learning. They will communicate with teachers via email or Zoom meeting to ensure expectations are clear for student learning. Administrators will monitor teacher and student attendance, virtual lessons and observations, and professional development. Also, it is important for administrators to ensure on-going communication with students and parents using the calling system and website.

Teacher Workdays- During the teacher workdays, teachers will be available to conference with parents/guardians. The conferences can occur via Zoom, face-to-face, or via phone. Also, during this time, teachers will have the opportunity to review and grade assignments as well as participate in professional development. Teacher Assistants and Support Staff will also participate in professional development and parent conferences.

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4. How is your PSU surveying student and teacher home connectivity and providing for remote instruction that is appropriate for teachers and students with limited connectivity capability, including the opportunity for students to download remote learning materials in advance when practicable?

All Global Scholars Academy students and staff have access to devices (K-2, iPads and 3-8, Chromebooks). A connectivity test will be conducted prior to the opening of school. The school will provide hotspots, chargers, and technical assistance to families at no cost. Paper copies of the learning materials will be provided in advance, when practical, by request. An online parent survey was given to determine parents' needs and satisfaction of the services rendered. Based on the parent survey results, it was noted that several of the families experienced technical issues regarding connectivity with devices. GSA will continue to provide devices and hotspots to returning families. An orientation will be conducted for new families to become familiar with the devices and the instructional platforms. Training materials will be provided to assist families on how to access information and download assignments for instructional use.

5. How is your PSU engaging with community partners on services that parents and students can utilize on remote instruction days, including community partners willing to provide free broadband access or connectivity for remote instruction and community partners with child care options, and communicating remote instruction schedules with those partners?

Global Scholars Academy's network of community collaborators is the heart of what makes GSA's model unique, effective and sustainable. We have demonstrated success in creating and building networks of leadership organizations and cultivating those relationships to deliver a host of leverageable academic, social and cultural enrichment activities anchored in a multi- disciplinary school day and leading to more positive student outcomes. GSA has partnerships with the Kenan Charitable Trust, the Tabitha Foundation, some small investments from companies like Johnson & Johnson, as well as in-kind support from all of the Triangle area universities, and several community organizations and local chapters of national outreach organizations such as the Links, Inc.

GSA will continue to expand partnerships to include partnerships with local businesses that will provide free broadband access and student workshops for remote instruction. GSA collaborated with community partners (including Harris Teeter, Food Lion, DPS, local businesses, foundations, and community groups) and provided meals, gift cards,1:1 technology access, and other basic needs and learning needs to support families during this time. We have been fortunate at Global Scholars Academy to be able to provide for the needs of our scholars.

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

Global Scholars Academy will be utilizing Zoom and Canvas to facilitate professional learning communities (PLCs). Teachers and instructional support will work in PLCs weekly to align standards, assessments, and develop effective remote lessons. Teachers will have the opportunity to participate

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in frequent school level professional development and virtual PLCs. Teachers will also continue to work in PLCs to develop lessons using a variety of digital tools, incorporating social and emotional learning and providing teacher feedback to support the needs of the students.

We will leverage PLCs to develop weekly remote learning lessons and for horizontal and vertical planning.

7. How is your PSU teaching and practicing opportunities for students on accessing and using remote instruction platforms and methods, including how to locate, complete, and submit assignments. The 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?

Platforms available for Global Scholars Academy students include: Canvas, Seesaw, Google Classroom and Apex Learning. The expectation will be that every student will only have to navigate one learning or content management system throughout the day and all of his/her teachers will use the same platform.

We will communicate this expectation to stakeholders through online platforms such as Class Dojo, the school website, and communication system. Our Information Technology Director will provide an overview to all families during Open House and will be available to families when they have questions. In addition, each teacher will provide an orientation which will be recorded so that families can reference as needed.

The orientation will cover the school's remote learning plan, schedule for students, review expectations, and provide dates for students and parents to learn how to use the platform(s) teachers will use for remote instruction. The orientation will be recorded and include a written document in English and Spanish to reiterate the key points covered. In addition, we will provide updates on our website and send updated information through Class Dojo.

During the summer of 2020, GSA will prepare student, parent and teacher-friendly materials on our website for training and troubleshooting techniques for our remote instructional platforms.

Each teacher will be expected to create an organized learning environment that both students and family members can navigate to locate, complete and submit content and assignments within the chosen learning management platform. GSA will provide professional learning for teachers and staff on best practices to organize content and assignments in each platform.

Resources include:

● Passport to Canvas: Student Tutorials
Passport to Canvas consists of nine modules of content for students. The modules are designed to teach students everything they need to know about using Canvas.
● Growing with Canvas: Teacher Tutorials
Growing with Canvas has five modules of content for teachers. The modules are designed to provide educators with everything they need to know about using Canvas.
● Be The Hero: District LMS Administrator Tutorials
Be The Hero has five modules of content for district Canvas Administrators.
● Google Classroom Tutorial for Parents Published on Apr 22, 2020
How to use Google Classroom for parents! In this video parents and guardians will learn everything

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they need to know in order to best support their students with using Google Classroom.
- [Canvas Tutorial for Parents](#) Published on Apr 8, 2020

Learn about the tools and features available to parents in the Canvas parent app.
- [Canvas Parent Guide](#)

8. How is your PSU communicating learning targets to students on each remote instruction day and ensuring that lesson design provides instructional time, practice, and application components to demonstrate learning? The Plan shall include a process for monitoring the quality of remote instruction materials.

Global Scholars Academy will use PLC time to focus planning on priority standards to maximize student learning. Each lesson will include student-friendly learning targets for the day and teachers will state learning targets daily. The expectations for teachers include facilitating mini-lessons and utilizing a problem-based model of instruction. There will be time in each lesson for practice and application of concepts and skills. Teachers are required to provide prompt feedback to students. In addition to synchronous instruction, teachers will post asynchronous learning activities for extension and when students are unable to meet synchronously. Teachers will use formative data from tools such as iReady to monitor and modify instruction. Lastly, GSA will utilize an Interventionist to support the Multi-Tiered System of Support to monitor students and address areas of needs throughout the learning process. School administrators will conduct virtual walkthroughs and evaluations weekly.

9. How is your PSU ensuring that remote instructional time, practice, and application components support learning growth that continues towards mastery of the standard course of study? The Plan shall include work measurement guidelines appropriate to each grade level, including deadlines for submission of assignments and methods to assess and grade learning during remote instruction.

Our PLCs will create plans that include a calendar of assignments that will be shared with students and families at the beginning of each unit. In addition, the PLCs will develop common formative assessments or utilize formative assessments embedded in our [software tools](#). Teachers will provide students with rubrics and grading criteria at the beginning of the unit so that students and families can monitor progress. In addition, daily formative assessments can be administered using a variety of tools such as: Google form exit ticket, quizzing tools, keyword summaries, visual representations, etc.

Teachers are required to provide specific, timely and constructive feedback for students on select daily formative assessments and/or assignments. Feedback options include: descriptive written or oral feedback, achievement level as described in a "unit" rubric with suggestions for growth areas, and/or a bitmoji (or emoji). Our teachers will utilize the data gathered to inform instruction and will re-teach, provide support to struggling learners, or accelerate using a variety of methods to include small group, 1:1, student independent options, etc.

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GSA's expectation is that students will submit at least one work product from each class daily, with some flexibility expected. Immediate teacher feedback is expected, when possible. At a minimum, feedback should be given to all students in core subjects at least one time each week. Pre and post assessments will be used to determine standard mastery. Students will provide 2-3 artifacts aligned to identified standards in core subjects.

10. How will your PSU ensure that students with disabilities have equal access to the remote instruction provided by their public school units and that remote instruction is provided in a manner consistent with each student's individualized education program (IEP) or 504 plan? Remote learning day supports shall be considered and included, as appropriate for the student, when an IEP or 504 plan is initially developed or at any subsequent review or revision of an IEP or 504 plan.

During Remote Learning, Students with Disabilities (SWD) will have equal access to the same educational opportunities as their regular peers. Exceptional Children's (EC) Teachers will collaborate with classroom teachers to ensure IEP goals and 504 plans are followed to meet the needs of the students.

EC teachers will monitor SWD progress against IEP goals by keeping contact logs that include the following information: IEP goals, date/time of service, method of instruction (print materials, online resource), method of communication (conference call, Zoom meeting, email, Class Dojo) to align with goals, accommodations and modifications. EC teachers will provide individualized instruction to meet IEP and 504 plans using Zoom breakout rooms for a small group setting.

Teachers will review 504 Plans for appropriate accommodations and modifications. EC Coordinator will ensure compliance with teachers and staff.

If for some reason a student's IEP or 504 plan goals cannot be met during Remote Learning Days, parents/guardians will be notified for an IEP meeting or 504 conference that will be documented.

11. How will your PSU track and report attendance on remote instruction days, including protocols for determining attendance, the reporting system to be used, and how attendance procedures will be communicated to parents before remote instruction begins?

Teachers will collect attendance on a daily basis for remote instructional days and record the information in PowerSchool. A student will be considered present for daily attendance during a remote learning day if: 1) A student completes their daily assignments, either online or offline; and/or 2) A student has a daily check-in/two-way communication with their teachers. A student will not necessarily be considered absent solely due to not logging into an online lesson on a remote learning day.

Collection methods will include various options for students to indicate they have participated in daily learning opportunities such as submission of assignments in the digital platforms (Apex Learning, SeeSaw, Google Classroom, or Canvas), attendance in Google Meet sessions, Zoom sessions,

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completion of exit tickets or reflections, and communication via email or telephone.

Attendance procedures and requirements will be communicated to students and families during Open House and will be provided by teachers as part of their daily/weekly schedule and expectations.

12. How will your PSU provide online and offline contact options for students to communicate with teachers or staff for remote instruction days that are not used as teacher workdays?

Teachers will establish and share with students and families regular schedules (e.g., office hours) for online and offline communication options for questions and 'check-ins' for support. These options may include email, phone calls, Zoom, and/or Google Meet sessions. The frequency may vary depending on the needs of the students in the course. After hour office hours will be available every week for families to participate in conferencing bi-weekly. These office hours or check-in times are in addition to time for teachers to provide synchronous instruction and asynchronous learning activities and feedback on current student work.

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

Global Scholars Academy's Information Technology Director will provide technical support and services for at-home learning including preparing student devices, supplying internet hotpots, assisting staff and students with login information, and providing support by either phone, work order, or email.

GSA will provide a ticket system for staff, students and parents to submit their technology needs and issues are addressed within 24 hours. Students and families can go to the support tab on the website to access the ticket system. Students also have access to the support resources on an app within their Google Suite.

14. How is your PSU responding to how the needs of English learners, Academically and/or Intellectually Gifted learners and students who have been identified and are served under the McKinney-Vento Act as homeless will be met during remote instruction?
    a. English learners

To address specific needs of EL students, school-based personnel, EL teachers, and core teachers are documenting communication (between students and families).

Our EL teacher will meet virtually with identified students in small groups to reinforce instruction and/or pre-teach concepts or vocabulary that may be challenging for English Learners and to ensure the language needs are met. To support the learning of EL students, the EL teacher will assist in creating video lessons and/or other supporting materials to reinforce concepts, and when possible, in multiple languages. The teachers will continue to participate in PLCs to plan lessons collaboratively and embed appropriate scaffolds and accommodations in the design and delivery of remote lessons. We will continue to communicate in English and Spanish and translate, as appropriate.

    b. Academically and/or Intellectually Gifted learners

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Our AIG teacher and STEM teacher will work with classroom teachers to support our students identified as gifted. Students will be clustered for extension activities and differentiation. In addition, planning will occur in PLCs to develop extensions and enrichment opportunities using appropriate differentiation strategies and supports. The gifted education team (AIG teacher and STEM teacher) will co-plan with the grade level core teachers to specifically design lessons with the best instructional practices for a remote scenario.

We will complete and send updated DEPs during the first quarter that will address remote learning extension and enrichment opportunities. Lastly, we will utilize the NCDPI Advanced Learning Labs with students K-8 through the classroom teachers.

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

Global Scholars Academy has supported many families who have been displaced or experienced hardship over the years. At any given time, between 10% and 20% of our student population is displaced, food insecure, or actively experiencing some other major life disruption such as car trouble or job insecurity. This number rises and falls over time but it is extraordinarily high at this time, with more than 50% of our families indicating major hardship and another 25% nervous about what is to come. Further, GSA has been partnering with local organizations to support our faculty and staff who are experiencing their own personal insecurities with a rise in teacher homelessness across the state and country as a result of low wages and unaffordable housing options.

Our school counselors will continue to work with our families experiencing homelessness. This will be done with direct contact with families during conferencing. In addition, working with partner agencies to continue to support families in need. We have purchased technology for all students and hotspots for all students in need of support. We partner with multiple community agencies to address food insecurity.

15. How is your PSU describing the limitations that exist for implementation of quality remote learning based on each public school unit's local context?

Global Scholars Academy has identified the following areas as limitations: food insecurity, access to technology and connectivity, social and emotional support for students and families, quiet spaces for at-home learning, child care, EC, ELL, AIG. These areas impact our scholars' ability to effectively access remote learning content and activities.

At least 50% of GSA students have endured emotional or behavioral trauma early in life – we recently have been able to deploy additional resources to better identify these students. Further, the degree of these instances is more severe than originally known. Last year, we saw more severe cases of physical abuse, runaways, homelessness, and poor emotional health manifesting into physical illness than ever before. Approximately 25% of our students have been recommended to our therapy partners for evaluation. These types of non-academic stressors, and the high percentage of our students they affect, create an ongoing need for GSA to cultivate and promote a healthy school by supporting mental wellness, school nutrition, and regular physical activity as a part

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of the total learning environment – all in an effort to protect our students' health, wellbeing, and capacity to learn. To that end, GSA has provided counseling services, yoga, health and wellness fairs, free meals, and trauma resources among other initiatives supporting our students' and their families' right to quality care.

GSA's school counselors will continue to connect with families to provide support and resources, as appropriate. We will continue to survey parents to assess the needs and address areas of concerns.

OPTIONAL REMOTE INSTRUCTION PLAN RESPONSES

In the RI Plans, public school units are also encouraged to consider adding information regarding:

16. Providing students and parents/families with remote learning strategies and behaviors to support success.

Described in #7

17. Impact on other existing programs, such as Transition to Kindergarten and Career and College Promise.

Plan has been developed for 1:1 family meetings with incoming kindergartners for conferencing and entry assessments.

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