Important! Please review the response summary below before selecting the forward arrow at the bottom of this page. If you need to make changes to the survey, use the back arrow at the bottom to move back through the survey. Once you select the forward arrow on this page, your responses will be sent to NCDPI.

Below is a summary of your responses	[Download PDF](#)

Q1.

As required by SL 2021-130, PSUs who offer planned virtual instruction are required to submit a virtual instruction plan to the NCDPI. Virtual instruction plans are to be submitted through the completion of this survey.

Only one plan should be submitted per PSU.

SESSION LAW 2021-130 / SENATE BILL 654 AN ACT TO PROVIDE RELIEF TO PUBLIC SCHOOLS IN RESPONSE TO THE CORONAVIRUS DISEASE 2019 (COVID-19) PANDEMIC.
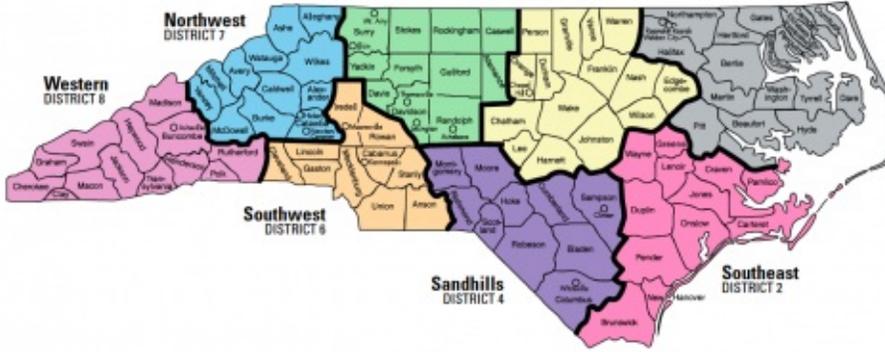
PART IIIB. PLANNED VIRTUAL INSTRUCTION

See the [FULL TEXT of Session Law 2021-130](#).

Q2. Enter the following information for the person submitting the Virtual Instruction Plan.

First Name	Julie
Last Name	Simpson
Work Email Address	jsimpson@wcsnc.org
Work Phone Number	2527935171
Title/Role	Chief Academic Officer

Q3. Select your SBE Region and PSU/District.

Piedmont-Triad
DISTRICT 5   **North Central**
DISTRICT 3   **Northeast**
DISTRICT 1

SBE Region   1 - Northeast ▼

PSU/District   940 - Washington County Schools ▼

Q4. Does your PSU wish to utilize virtual instruction pursuant to SL 2021-130 in the 2021-22 school year?

● **Yes**

○ No

Q5. SECTION 3B.(b) The virtual instruction plan required by subsection (a) of this section shall include the following:

(1) The range of grades for which virtual instruction will be offered. The plan should note throughout the differences in delivery of virtual instruction for elementary, middle, and high school students.

Q6. Grades for which virtual instruction will be offered.

☐ PK	■ 3	■ 7	■ 11
■ K	■ 4	■ 8	■ 12
■ 1	■ 5	■ 9	☐ 13
■ 2	■ 6	■ 10	☐ XG

Q7. SECTION 3B.(b) The virtual instruction plan required by subsection (a) of this section shall include the following:

(2) The types of virtual instruction that will be made available, including whether virtual instruction will be full-time or blended instruction.

Q8. Provide definitions of terms related to virtual instruction, as will be defined within the PSU. For example, define the term "virtual academy" as it will be described to stakeholders in the PSU.

Students will have the option of virtual learning. Virtual learning will be defined as receiving instruction daily in either a synchronous or asynchronous format. Students will still be enrolled in their home school and will receive attendance based on their logins (synchronously) or completed work (asynchronously). Full-time Virtual- A full time teacher (Edmentum/NCVPS) is assigned to provide instruction and monitor student's learning. The teacher provides grades and directly contacts parents with work, attendance, and academic concerns. Students will still be required to come to the building to take state mandated benchmarks and assessments. Full-time / Blended- A WCS Teacher is assigned to provide asynchronous instruction and monitor student's learning. The teacher will hold office hours outside of the school day to meet with parents and students. The teacher provides grades and directly contacts parents with work, attendance, and academic concerns. Students will be required to attend two one and a half hour face to face sessions each month for SEL lessons and progress monitoring. Students will also be required to come to the building to take state-mandated benchmarks and assessments. These assessments may be during the school day.

Q9. Type(s) of virtual instruction to be offered

	Full-Time Only	Blended Only	Full-time/Blended	Not Offered
Elementary	☐	☐	☑	☐
Middle	☐	☐	☑	☐
High	☑	☐	☐	☐

Q10. SECTION 3B.(b) The virtual instruction plan required by subsection (a) of this section shall include the following:

(3) Whether the virtual instruction will be offered through a (i) school whose primary means of instruction is virtual instruction, (ii) school within a school, or (iii) customized offering unique to specific students.

Q11. Virtual instruction environment structure:

- Separate school: virtual school with and EDDIE-assigned school number
- School within a school: virtual program offered by an individual school
- District virtual program: student remains enrolled in assigned school but participates in district virtual program
- Customized: offering unique to specific students

	Separate school	School within a school	District virtual program	Customized	Not offered
Elementary	☐	☑	☐	☐	☐
Middle	☐	☑	☐	☐	☐
High	☐	☑	☐	☐	☐

Q12. SECTION 3B.(b) The virtual instruction plan required by subsection (a) of this section shall include the following:

(4) The estimated numbers of students to be served with virtual instruction.

Q13. Estimated number of students to be served with virtual instruction. (If no students will be served, please type "0.")

PK	0
K	10
1	10
2	10
3	10
4	10
5	10
6	10
7	10
8	10
9	10
10	10
11	10
12	10
13	0
XG	0

Q14. SECTION 3B.(b) The virtual instruction plan required by subsection (a) of this section shall include the following:

(5) A means for identifying students participating in virtual instruction that will allow assessment of that subgroup's performance and EVAAS scores for students receiving virtual instruction in a school that does not exclusively provide virtual instruction.

Q15.

Describe the means for identifying students who will be participating in virtual instruction that will allow assessment of that subgroup's performance and EVAAS scores, for students receiving virtual instruction in a school that does not exclusively provide virtual instruction.

Parent Request The student has a medical condition or has a family member that has a medical condition that puts them at higher risk of COVID-19. All students will be rostered to their assigned virtual teacher in PS. This teacher will be the teacher of record for the student from the start of the virtual program till the end of the year unless the student moves back to face-to-face learning at the semester change. NCVPS Teachers Students will stay on the teacher's classroom roster but will be claimed by the NCVPS teacher.

Q16. SECTION 3B.(b) The virtual instruction plan required by subsection (a) of this section shall include the following:

(6) Participation requirements, including student eligibility and agreements for participation from students and parents.

Q17. Describe the requirements for participation in virtual instruction.

In the description, address

- Student eligibility
- Student agreement
- Parent agreement

Elementary	Student eligibility Student has or family member that lives in the home has a medical condition that puts them at a higher risk of COVID-19 Student has access to high-speed internet Student has family support in the home during school hours to complete learning (a)synchronously. Student agreement Student must login in daily Student will complete all work by the due date Student will come to school for all scheduled testing dates If a student becomes unsuccessful in the online format in regards to login in, completing assignments, or showing mastery of work the student will transition back into the face-to-face setting. Student will practice academic integrity and honesty. Student will demonstrate positive digital citizenship by: Protecting private information from unauthorized online applications; Respecting yourself and others in your words and actions while engaging in online discussions; Respecting copyright and the intellectual property of others. Upholding safe internet practices and maintaining WCS property. Student checks in with the virtual teacher via office hours at least 2 times a month. Student will attend two face-to-face sessions a month. Student will respond to teacher messages/emails as needed. Parent/ Guardian agreement Parent/ Guardian will ensure that student has access during school hours to high-speed internet Parent/ Guardian will ensure that there is an adult present with the student during school hours to assist with technology, platform, or other issues that may arise during the instructional day. Parent/ Guardian will provide a learning space for students. Parent/ Guardian will arrange transportation for all face-to-face sessions, which could include progress monitoring, benchmarks, state-mandated testing, etc. Parent/ Guardian will check email, PowerSchool, ConnectEd messages, and other communication platforms for updates from the district, administration, or teachers. Parent/ Guardian will monitor and maintain academic integrity. Parent/ Guardian will assume responsibility for student's school attendance as required by board policy.
	Student eligibility Student has or family member that lives in the home has a medical condition that puts them at a higher risk of COVID-19 Student has access to high-speed internet Student has family support in the home

Middle	during school hours to complete learning (a)synchronously. Student agreement Student must login in daily Student will complete all work by the due date Student will come to school for all scheduled testing dates If a student becomes unsuccessful in the online format in regards to login in, completing assignments, or showing mastery of work the student will transition back into the face to face setting. If WCS Teacher Student checks in with the virtual teacher via office hours at least 2 times a month. Student will attend two face-to-face sessions a month. Student will respond to teacher/school messages/emails as needed. Student will practice academic integrity and honesty. Student will demonstrate positive digital citizenship by: Protecting private information from unauthorized online applications; Respecting yourself and others in your words and actions while engaging in online discussions; Respecting copyright and the intellectual property of others. Upholding safe internet practices and maintaining WCS property. Parent/ Guardian agreement Parent/ Guardian will ensure that student has access during school hours to high-speed internet Parent/ Guardian will ensure that there is an adult present with the student during school hours to assist with technology, platform, or other issues that may arise during the instructional day. Parent/ Guardian will provide a learning space for students. Parent/ Guardian will arrange transportation for all face-to-face sessions, which could include benchmarks, state-mandated testing, etc.. Parent/ Guardian will check email, PowerSchool, ConnectEd messages, and other communication platforms for updates from the district, administration, or teachers. Parent/ Guardian will monitor and maintain academic integrity. Parent/ Guardian will assume responsibility for student's school attendance as required by board policy.
High	Student eligibility Student has or family member that lives in the home has a medical condition that puts them at a higher risk of COVID-19 Student has access to high-speed internet Student has family support in the home during school hours to complete learning (a)synchronously. Student agreement Student must login in daily Student will complete all work by the due date Student will come to school for all scheduled testing dates If a student becomes unsuccessful in the online format in regards to login in, completing assignments, or showing mastery of work the student will transition back into the face-to-face setting. Student will check in with the virtual teacher via office hours at least 2 times a month. Student will respond to teacher/school messages/emails as needed. Student will practice academic integrity and honesty. Student will demonstrate positive digital citizenship by: Protecting private information from unauthorized online applications; Respecting yourself and others in your words and actions while engaging in online discussions; Respecting copyright and the intellectual property of others. Upholding safe internet practices and maintaining WCS property. Parent/ Guardian agreement

Parent/ Guardian will ensure that student has access during school hours to high-speed internet Parent/ Guardian will communicate with the teacher/ school regularly to monitor student's performance and share any issues regarding technology, learning platforms, or academics that may arise. Parent/ Guardian will check email, PowerSchool, ConnectEd messages, and other communication platforms for updates from the district, administration, or teachers. Parent/ Guardian will provide a learning space for students. Parent/ Guardian will arrange transportation for all face-to-face sessions, which could include benchmarks, state-mandated testing, etc. Parent/ Guardian will monitor and maintain academic integrity. Parent/ Guardian will assume responsibility for student's school attendance as required by board policy.

Q18.

Upload any supporting documentation for participation requirements.

Documents must comply with copyright laws and any parental media permissions.

When uploading more than one file, compress/zip them together into one compressed file.

Files larger than 100MB cannot be uploaded. Compress/zip to decrease the size.

Drop files or click here to upload

Q19. SECTION 3B.(b) The virtual instruction plan required by subsection (a) of this section shall include the following:

(7) The methods by which enrollment, daily attendance, course credit accrual, progress toward graduation, and course completion will be monitored for students receiving virtual instruction.

Q20. Select your PSU's protocols for determining attendance during virtual instruction. Select all that apply.

- ☐ Checking-in via two-way communication with appropriate teacher(s)
- ☐ Completing/submitting assignments offline
- ☑ **Completing/submitting assignments online**
- ☐ Joining synchronous virtual class
- ☐ Signing-in via a digital attendance collection form

☐ Other
(specify)

[   ]

Q21. How many days will students have to turn in assignments in order to be counted as present in virtual instruction?

	PK	K-2	3-5	6-8	9-13	XG
1 Day	☐	☐	☐	☐	☐	☐
2 Days	☐	☐	☐	☐	☐	☐
3 Days	☐	☐	☐	☐	☐	☐
4 Days	☐	☐	☐	☐	☐	☐
5 Days	☑	☑	☑	☑	☑	☑
6-10 Days	☐	☐	☐	☐	☐	☐
Other (specify)	☐	☐	☐	☐	☐	☐

Q22. What will be your PSU's process for validating attendance data monthly? Select all that apply.

☐ District level validation
☐ School level validation
☑ **Other (specify)**

[both- Data managers will check to make sure the teachers with the virtual students have completed attendance on Monday for the week before. The PS Coordinator will ensure that all attendance is completed at the end of every month.]

Q23. How will virtual instruction attendance protocols be communicated to families? Select all that apply.

	Parents/Guardians	Students
Automated calls	☑	☐
Flyers sent home	☑	☑
Meetings (e.g., open house, parent/guardian meetings)	☑	☐
Social media posts	☑	☑

	Parents/Guardians	Students
Student handbooks	☐	■
Text messaging system	■	■
Websites (e.g., teacher, school, district/PSU)	■	■
Other (specify)	☐	☐

_Q24._ Reporting system to be used for tracking and reporting attendance during virtual instruction.

■ **PowerSchool**

☐ Other (specify)

_Q25._ Who will be responsible for entering attendance data into for students? Select all that apply.

■ **Data managers**

☐ Office personnel

■ **Teachers**

☐ Other (specify)

_Q26._ For students receiving virtual instruction, explain the methods that will be used to monitor the following

Course Completion	Weekly assignments, progress reports, report cards, district benchmarks, monitor student's progress through our digital platforms
Enrollment	Powerschool
Measures of course credit accrual	Powerschool - report card
Progress toward graduation	Transcript

_Q27._
SECTION 3B.(b) The virtual instruction plan required by subsection (a) of this section shall include the following:

(8) Identification of the resources that will be used to facilitate virtual instruction.

_Q28._ Select the virtual conferencing platform(s) that will be used to facilitate virtual instruction. Select all

that apply for any grade level. You will indicate grade levels for each selection in the next survey item.

- ☐ Canvas Conferences
- ☑ **Google Meet**
- ☐ GoToMeeting
- ☐ Microsoft Teams
- ☐ Skype
- ☐ WebEx
- ☑ **Zoom**
- ☐ None
- ☐ Other (specify)

  _____

Q29. Indicate grade levels for each virtual conferencing platform selection.

	Grade Levels					
	PK	K-2	3-5	6-8	9-13	XG
Google Meet	☐	☑	☑	☑	☑	☐
Zoom	☐	☑	☑	☑	☑	☐

Q30. Which learning management system(s) (LMS) will your PSU provide to facilitate virtual instruction? Select all that apply for any grade levels. You will indicate grade levels for each selection in the next survey item.

- ☐ Apple Classroom
- ☑ **Blackboard**
- ☑ **Canvas**
- ☐ Classworks
- ☑ **Edmentum**
- ☐ Edmodo

- ☐ Microsoft Teams
- ☐ Moodle
- ☐ Powerschool Learning
- ☐ Schoology
- ☑ **SeeSaw**
- ☐ None

Google Classroom
■

☐ Other (please specify)

[   ]

☐ Haiku

Q31. Indicate grade levels for each learning management system (LMS) selection.

	Grade Levels					
	PK	K-2	3-5	6-8	9-13	XG
Blackboard	☐	☐	☐	☐	■	☐
Canvas	☐	☐	☐	■	■	☐
Edmentum	☐	■	■	☐	☐	☐
Google Classroom	☐	■	☐	■	■	☐
SeeSaw	☐	■	☐	☐	☐	☐

Q32. Other than the learning management system(s) and virtual conferencing platform(s) identified in previous survey items, select all online resources that your PSU plans to utilize for virtual instruction.

☐ ABC Mouse   ☐ EPIC Academy   ☐ Newsela

☐ Achieve3000   ☐ Fastbridge   ☐ NWEA MAP

☐ Accelerated Reader ☐ Flocabulary   ☐ PBS NC Learning Media

☐ AimsWeb Plus   ☐ Freckle   ☐ Peardeck

☐ American Book Company ☐ Geogebra   ☐ PebbleGo

☐ ApexLearning	■ **#GoOpenNC**	☐ Prodigy
☐ Bozeman Science	■ **Imagine Language**	■ **RAZ Kids**
■ **BrainPop**	■ **Imagine Literacy**	☐ Reading A-Z
☐ CK-12	■ **Imagine Math**	☐ Renaissance STAR Reading
☐ Classworks	■ **i-Ready**	☐ Renaissance STAR Math
☐ Commonlit	☐ IStation	☐ Renaissance Learning / STAR
■ **Desmos**	☐ iXL	☐ SeeSaw
☐ Discovery Education Streaming	☐ Khan Academy	☐ Schoolnet
☐ Discovery Education Techbooks	■ **Learning.com**	☐ Streamable Learning
☐ DreamBox (Math)	☐ LetterLand	☐ SuccessMaker Reading
■ **EverFi**	☐ Lexia Learning	☐ SuccessMaker Math
■ **Edgenuity**	☐ mClass	☐ SuccessMaker Reading

- ☑ **Edgenuity**
- ☐ Edmentum Courseware
- ☐ Edmentum Exact Path
- ☐ Edmentum Study Island
- ☐ Edmentum EdOptions Academy
- ☐ Edmentum Reading Eggs
- ☑ **Edmentum Calvert Learning (PBL)**
- ☐ Edmentum Base Education (SEL)

- ☐ mClass
- ☐ Mastery Connect
- ☐ Math Seeeds
- ☐ MobyMax
- ☐ NCWiseOwl
- ☐ Nearpod
- ☐ News2You

- ☐ SuccessMaker Reading
- ☐ Ted Ed
- ☑ **Tools 4 NC Teachers**
- ☐ Unique Learning System
- ☑ **Other (please specify)**

  MackinVIA

- ☐ Other (please specify)

- ☐ Other (please specify)

Q33. Select all offline resources your PSU plans to utilize for virtual instruction.

- ☐ Accessing Math Concepts
- ☐ Adopted textbook resources

- ☐ Fundations
- ☐ Geodes

- ☐ Second Step
- ☐ SPIRE Reading

☐ Apex

☐ LetterLand Student Resources

☐ Teacher Created Content

☐ Bridges Math

☐ Leveled Readers

☐ Think Up Math printables

☐ CENGAGE workbooks

☐ My Math

☐ Schoolnet printed

☐ District designed learning packets

☐ NCDPI AIG advanced learning labs (printables)

☐ Wit & Wisdom

☐ Edmentum Printables

Pearson Perspectives
☐

Other (please specify)
■

☐ Eureka Math N Synch

Ready Math
☐

Other (please specify)
☐

Fountas Pinelli leveled literacy resources
☐

Ready Toolbox
☐

Other (please specify)
☐

☐ Freckle printables

Q34. SECTION 3B.(b) The virtual instruction plan required by subsection (a) of this section shall include the following:
 (9) The methods for communication with and training opportunities for teachers, administrators, instructional support staff, parents, and students engaged in virtual instruction

Q35. How will your PSU communicate with staff who are engaged in virtual instruction? Select all that apply.

	Administrators	Teachers	Instructional Support Staff
Automated call to staff	☐	☐	☐
Email	☑	☑	☑
Newsletters	☐	☐	☐
Staff intranet/website	☐	☑	☑
Staff meetings	☐	☑	☑
Other (specify)	☐	☑	☑

Individual Calls

Q36. How will your PSU communicate with families engaged in virtual instruction? Select all that apply.

	Parents/Guardians	Students
Automated call to families	☑	☐
Email	☑	☑
Handbook	☐	☑
Individual phone calls	☑	☑
Learning management system (LMS) communication	☐	☑
Meetings	☑	☑
Newsletters	☐	☐
Parent portal	☑	☐
Social media posts	☑	☑
Text messaging service	☑	☑
Website	☑	☑
Other (specify)	☐	☐

Q37. How will training, related to effective virtual instruction practices, be provided to staff? Select all that apply.

	Administrators	Teachers	Instructional Support Staff

	Administrators	Teachers	Instructional Support Staff
Asynchronous self-paced training	☐	☑	☑
Hybrid training	☐	☑	☑
In-person training	☐	☑	☑
Staff intranet/website	☐	☐	☐
Synchronous virtual training	☐	☑	☑
Virtual staff meetings	☐	☑	☑
Other (specify)	☐	☐	☐

[   ]

Q38. How will your PSU provide training to families on how to access and effectively use virtual instruction resources? Select all that apply.

	Parents/Guardians	Students
In-person meeting	☑	☑
Instructional videos	☑	☑
Lessons delivered through learning management system (LMS)	☐	☐
Tutorials/guides	☑	☑
Virtual meetings	☑	☑
Other (specify)	☐	☐

[   ]

Q39. Provide any additional information on how you will provide communication with and training opportunities for teachers, admin, instructional support, parents, and students on how to access and effectively use virtual instructional resources. (Optional - No more than 500 characters.)

[   ]

Q40. SECTION 3B.(b) The virtual instruction plan required by subsection (a) of this section shall include the following:

(10) Establishment of staff roles and expectations when providing virtual instruction, including teacher accessibility.

Q41. What will be the roles and responsibilities of teachers during virtual instruction? Select all that apply.

☐ Complete administrative tasks as assigned by school administration

- ☑ **Complete administrative tasks (e.g., attendance, feedback, communication)**
- ☐ Host live synchronous classes via video conference
- ☑ **Host small group support sessions via live video conferences**
- ☑ **Monitor and respond to students' questions via email**
- ☑ **Monitor and respond to students' questions via learning management system**
- ☑ **Other (explain)**

> Meet face to face with students to complete progress monitoring, benchmarks, and state mandated assessments

Q42. What will be the roles and responsibilities of noncertified staff during virtual instruction?

- ☐ Attend and assist with live video class sessions with assigned teachers
- ☐ Complete administrative tasks as assigned by assigned teachers
- ☐ Complete administrative tasks as assigned by school administration
- ☐ Host small group support sessions via live video conferences
- ☐ Monitor and respond to students' questions via email
- ☐ Monitor and respond to students' questions via learning management system
- ☑ **Other (explain)**

> Assistants won't be used for virtual instruction

- ☐ Other (explain)

>

- ☐ Other (explain)

>

Q43. What will be the requirements for teacher accessibility in a virtual instruction environment? Select all that apply.

	During a certain time span of working hours	During all working hours	Outside of working hours

Teachers must be available and respond

	During a certain time span of working hours	During all working hours	Outside of working hours
Teachers must be available and respond via email	☐	☐	■
Teachers must be available and respond via learning management system	☑	☐	■
Teachers must be available and respond via phone	☐	☐	■
Teachers must hold office hours via video conferencing platforms	☐	☐	■
Other (explain)			
Teachers will be holding office hours/ face to face sessions for SEL lesson after regular school hours for virtual students.	☐	☐	■

Q44. Provide any additional details on how the PSU will establish staff roles and expectations for virtual instruction, including teacher workdays, teacher accessibility, and noncertified staff workdays and responsibilities. (Optional - No more than 500 characters.)

[   ]

Q45. SECTION 3B.(b) The virtual instruction plan required by subsection (a) of this section shall include the following:
(11) The measures used to ensure that both synchronous and asynchronous virtual instruction time, practice, and application components support learning growth that continues towards mastery of the standard course of study.

Q46. What methods will your PSU plan to have in place to ensure that learning targets support the standard course of study during virtual instruction? Select all that apply.

	PK	K-2	3-5	6-8	9-13	XG
Clearly define and post the learning target and/or expected outcome	☐	■	■	■	■	☐
Consider appropriate instructional models based on the learning target/desired outcome	☐	■	■	■	■	☐
Pre-assess student knowledge of the learning target	☐	☐	☐	☐	☐	☐
Select appropriate grade-level materials, resources, and/or platform to support the learning target	☐	■	■	■	■	☐
Other (explain)	☐	☐	☐	☐	☐	☐

PK	K-2	3-5	6-8	9-13	XG

Q47. How will you communicate learning targets to students during virtual instruction? Select all that apply.

- ☑ **Designing learning targets in student-friendly language "I can..." and "I know..." statements**
- ☑ **Designing learning targets to reflect learning goals**
- ☐ Discussing with students at the beginning of the lesson
- ☑ **Informally assessing to monitor student understanding**
- ☑ **Posting daily for students to see**
- ☐ Reviewing with students at the end of the lesson
- ☐ Other (explain)

  [   ]

Q48. How does your PSU plan to ensure that teachers to provide effective, timely feedback to students to ensure continued student learning growth on the standard course of study during virtual instruction?

Instructional Coaches will monitor virtual student data and discuss plans for reteaching with the virtual teacher. Grades are entered into Powerschool weekly. Teachers are monitored for this each week. Office hours/communication logs will be required.

Q49. How does your PSU plan to ensure that teachers address and improve virtual instruction based on feedback from students, parents and guardians?

Instructional Coaches will monitor virtual student data and discuss plans for reteaching with the virtual teacher. Virtual Walkthroughs will be conducted using an adapted WCS Walkthrough tool. Parents and students will be able to complete surveys once per semester.

Q50. SECTION 3B.(b) The virtual instruction plan required by subsection (a) of this section shall include the following:

(12) Any unique infrastructure necessary to support virtual instruction

Q51. Describe any unique infrastructure necessary to support virtual instruction (e.g., access to internet connectivity, equipment, hardware, software, technical support). Address differences, if any, by grade range (elementary, middle, high).

Chromebooks and chargers will be provided to students learning virtually by WCS. Parents must provide access to high-speed internet. The virtual teacher will be the first point of contact for technical support. A parent or other adult is required to be in the home of k-5 students utilizing virtual instruction to assist with technical difficulties.

Q52. How will your PSU provide virtual instruction options for students with limited connectivity? Select all that apply.

☐ PBS North Carolina At-Home
   Learning

☐ PSU will partner with SLNC Adapts grant
   awardees

☐ PSU will provide hotspots with data plans for those who lack
   connectivity

☐ PSU will provide LTE-enabled devices with data plans for those who lack
   connectivity

☐ PSU will provide wifi-enabled buses in the
   community

☑ **PSU will provide a map of community wifi
   locations**

☐ PSU will provide paper based/no-tech
   options

☐ Satellite
   internet

☐ Televised programming: district-created
   content

☐ Televised programming:
   other

☐ Whitespace

☐ Other
   (explain)

   [   ]

Q53. How will your PSU provide virtual instruction options for teachers with limited connectivity? Select all that apply.

☑ **PSU will allow staff to work on campus, if possible, for virtual
   instruction**

☑ **PSU will provide a map of community wifi
   locations**

☑ **PSU will provide hotspots with data plans for those who lack
   connectivity**

☐ PSU will provide LTE-enabled devices with data plans for those who lack
   connectivity

☐ PSU will provide wifi-enabled buses in the
   community

☐ Other
   (explain)

   [   ]

☐ Other
(explain)

Q54. SECTION 3B.(b) The virtual instruction plan required by subsection (a) of this section shall include the following:

(13) The methods for ensuring that virtual instruction for students with disabilities is delivered 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.

Q55. What provisions will be provided for students with IEP or 504 plans as defined in G.S. 115C-106.3, or section 504 (29 U.S.C. § 794) plan? How will the PSU ensure that virtual instruction supports are 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? Select all that apply.

☐ All materials for virtual instruction are vetted/developed to meet accessibility standards.

☐ EC and 504 students are offered individual homework assistance time via video conferencing.

☐ EC teachers attend synchronous video conferences with students' regular education teachers and support students with IEP and 504 as needed for virtual instruction.

☐ EC teachers co-teach with regular education teachers on video conferencing lessons.

☐ EC teachers plan virtual instruction lessons with regular education teachers to ensure the needs of students with IEP and 504 are met.

■ **Small group support sessions with EC teachers and EC support staff are offered to all IEP and 504 students via video conferencing platform.**

■ **Students are provided accommodations and/or modifications during virtual instruction in accordance with their IEP/504.**

■ **Students are provided with adapted educational materials and/or assistive technologies in accordance with their IEP/504.**

☐ Students are provided with individual virtual coaching and support by regular education teachers or EC support staff.

☐ Other
(explain)

Q56. Describe processes for addressing accessibility needs of students, including accessible educational materials and assistive technologies. Include processes for determining need, acquisition, related training, and digital assistive technologies service and support. Address any differences in processes, if any, by grade range.

We will ensure that all students that need assistive technologies have access to them and EC teachers will meet with the IEP team to ensure IEPs are updated for the virtual format in mind.

Q57. Provide additional information related to how your PSU will help serve students with disabilities during virtual instruction. (Optional - No more than 500 characters.)

Q58. SECTION 3B.(b) The virtual instruction plan required by subsection (a) of this section shall include the following:

(14) Procedures to be used when making retention decisions for considering the appropriateness and effectiveness of continuing virtual instruction for students at risk of academic failure, including procedures for involving parents in these discussions.

Q59. Explain procedures to be used when making retention decisions, including

- The consideration of the appropriateness and effectiveness of continuing virtual instruction for students at risk of academic failure
- Involving parents in these discussions

Elementary	Students will receive progress reports twice every nine weeks and report cards once a quarter. If a student is not meeting grade-level proficiency or showing growth towards proficiency at the end of the quarter the students support team, including teacher, counselor, admin, and parent/ students will meet to devise a plan of action. If a student continues to not meet grade-level proficiency or does not show growth by the next progress report student will return to face-to-face instruction. At three days of missed instruction, the teacher will reach out to the parent, at six days the will reach out to the school's school counselor, at 10 days a meeting is held with parent, student, and school attendance team, at 15 days the student must return to school in the face to face format.
Middle	Students will receive progress reports twice every nine weeks and report cards once a quarter. If a student is not meeting grade-level proficiency or showing growth towards proficiency at the end of the quarter the students support team, including teacher, counselor, admin, and parent/ students will meet to devise a plan of action. If a student continues to not meet grade-level proficiency or does not show growth by the next progress report student will return to face-to-face instruction. At three days of missed instruction, the teacher will reach out to the parent, at six days the will reach out to the school's school counselor, at 10 days a meeting is held with parent, student, and school attendance team, at 15 days the student must return to school in the face to face

High	Students will receive progress reports twice every nine weeks and report cards once a quarter. If a student is not meeting grade-level proficiency or showing growth towards proficiency at the end of the quarter the students support team, including teacher, counselor, admin, and parent/ students will meet to devise a plan of action. If a student continues to not meet grade-level proficiency or does not show growth by the next progress report student will return to face-to-face instruction. At three days of missed instruction, the teacher will reach out to the parent, at six days the will reach out to the school's school counselor, at 10 days a meeting is held with parent, student, and school attendance team, at 15 days the student must return to school in the face to face format.

Q60. Provide any additional information you would like to share with the NCDPI regarding the PSU's virtual instruction plan. (Optional - No more than 1000 characters.)

Q61. PART IIIB. PLANNED VIRTUAL INSTRUCTION SECTION 3B.(a) Notwithstanding G.S. 115C-84.3, as enacted by this act, public school units shall be authorized to provide virtual instruction during the 2021 2022 school year to a student with the consent of that student's parent or legal guardian in accordance with a virtual instruction plan providing the information required by this subsection, if submitted by the governing board to the Department of Public Instruction by October 1, 2021. The Department of Public Instruction shall make available a copy of each governing board's virtual instruction plan to the Joint Legislative Education Oversight Committee and the Working Group on Virtual Academies, as enacted by Section 3C of this act, by October 15, 2021.

Q62. Acknowledgement

■ **As the PSU representative, I acknowledge the requirements of planned virtual instruction per SL 2021-130 and submit the information in this form as the PSU's 2021-22 Virtual Instruction Plan.**

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