



# Remote Instruction Plan

## 2020-2021

Pursuant to SB704 (SL2020-3) and SBE policy [SPLN-006](#), McDowell County Schools must submit a Remote Instruction Plan to the State Board of Education and NCDPI to enable a framework of quality remote instruction by July 20, 2020.

Public School Unit	McDowell County Schools 590
Superintendent/Director	Mark Garrett
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Team Members Responsible for Remote Instruction Plan	All District Directors, Principals, Assistant Principals, Digital Learning Specialists, Staff Representatives, and former Teachers of the Year
Date Submitted to NCDPI*	July 20, 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?

A stratified team was created to coordinate two-way communication about remote instruction with the following stakeholder groups via live in-person or online meetings when possible:

- MCS Board of Education
- MCS Staff
- Each school's PTA/PTO
- Families and students
- County Commissioners
- Local businesses leaders including Rotary and Kiwanis Clubs
- East and West Marion Forums
- Faith-based groups

Additionally, a community survey was deployed July 8, 2020, to determine interest in 100% virtual instruction as well as needs pertaining to internet reliability, and other resources for all families with students in our system. The survey was available online in English and Spanish using a QR code that was placed in local businesses and was also available in paper form at each school and the district office. This was advertised via local media and on the district and school webpages.

Realizing that school staff are often our first line of direct communication with stakeholders. It is imperative that they share a common understanding of the plan and are able to share details. Therefore, regular communication with staff will take place throughout July and August by district and school leaders in the following formats:

- Emails from the Executive Director of Administration to all staff with information about the calendar, the virus's local impact, information about health and safety, and expectations for return work in August.
- Principals will hold regular staff meetings either virtually or in-person beginning in mid-July to receive feedback.
- The Chief Academic Officer and Superintendent will record a series of videos explaining each part of the plan to develop a collective understanding as everyone hears the same information in the same language.
- Opportunities for staff to engage in open forum via Google Meet with district leaders will provide the chance to gain trust and clear up misunderstandings, and leave as little as possible to interpretation.

Moving forward, the district will redesign all websites to make them more accessible and create a mobile app that is more user-friendly.

- Two webmasters for the district will ensure updates and ADA compliance
- Each school will determine a single person to update website and social media at least weekly
- A Parent Calling app will be used for important reminders/events and changes
- School and District Improvement Teams will seek and provide continued feedback on information and content that is shared.

Finally, MCS will be cognizant of the lack of internet access in parts of our community and will continue to provide information via paper form and on school marquees.

2. How is your PSU training teachers and staff on the 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 identify any learning management system, online instructional resource, or an offline instructional resource that will be made available to all students in a grade-level across the public school unit.

McDowell County Schools will utilize Canvas as the secondary LMS and Google Classroom as the elementary LMS for face to face, hybrid, and online learning. All teachers will house instructional content, and students will upload pieces of evidence of learning in these learning management platforms regardless of the environment required by the context of Covid-19. All students in grades 2-13 will be provided district google Chromebooks. Kindergarteners and first graders will receive Ipads, making the district 1:1 with devices.

Teachers and staff have previously received training in use of Canvas and Google Classroom. More advanced training will be offered in July and August, with the expectation that all faculty will have completed this by August 17. Common instructional resources district-wide will be Google Apps, Flipgrid, Edpuzzle, Thinglink, WeVideo, GooseChase, Nearpod, YouTube, and Facebook Live as documented here: [https://docs.google.com/spreadsheets/d/1AW\\_XMhvT7cERLHsz9yXP6X4Is0AKwss7Tm0XD-1\\_\\_ss/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1AW_XMhvT7cERLHsz9yXP6X4Is0AKwss7Tm0XD-1__ss/edit?usp=sharing) . Faculty and staff have received previous training, but “reboots” and training for new employees will be offered in August. The biggest concern for effective instruction is not the technological or offline tools, but the appropriate planning by teachers for engaging, standards-aligned blended learning. For this reason, the district has identified “Blended Learning Ambassadors.” Using funding from the CARES Act, approximately

25% of the staff at each school will complete micro-credentials in this area in Bloomboard during the summer break and will serve as trainers and supports for the rest of their staff throughout the year. Available training has been and will continue to be communicated to staff by the District Director of Teacher Support and Principals via monthly email. A repository of available training is being created in Canvas as well. Quarterly surveys will be deployed to determine what the needs are for upcoming training throughout the 2020-21 school year.

The biggest obstacle in McDowell County will be lack of high-speed internet in about 40% of our students' homes. Surveys indicate that most families "come to town" at least once a week for provisions, so MCS will partner with businesses in each community to provide accessible and comfortable areas for internet work to occur outside of homes. Teachers will do lesson plans in two week increments to allow for the possibility that sickness or other deterrents prevent the weekly upload/download. Resource kits containing books, manipulatives, and other instructional supports for each two week plan will be available for pickup at each school to the families who are 100% online. To keep students and families connected, teachers will maintain daily office hours during which families may contact them by phone or internet. School counselors and social workers will make contacts with those deemed at-risk to ensure they have resources and that the schools maintain updated addresses and phone numbers. Each Friday, teachers will contact the families of students who have not actively participated or, for those who are learning asynchronously, submitted their biweekly work. The district will continue to use Class Dojo and Remind for regular communication with families and each school will hold virtual parent meetings at least quarterly. To support simplicity and organization for families, there will be a single point of access for each student in which their homebase teacher coordinates all the instructional and other required activities for all classes.

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.

For a one-day period of scheduled remote learning the teacher (or team) and other instructional/student support staff will provide the principal with a plan that meets the 7.5 hour (450 Minutes) requirement for an instructional day. The principal and the staff member (or team) will work together to adjust the schedule as needed. For Example (consistent with example times provided in section 7):

**K-5 Daily Goals:**

200 minutes Synchronous Instruction  
90 minutes Asynchronous Instruction  
80 minutes Office Hours  
80 minutes PLC/PD/Planning

**6-8 Daily Goals:**

175 minutes Synchronous Instruction  
95 minutes Asynchronous Instruction  
90 minutes Office Hours  
90 minutes PLC/PD/Planning

9-12 Daily Goals:

180 minutes Synchronous Instruction  
90 minutes Asynchronous Instruction  
90 minutes Office Hours  
90 minutes PLC/PD/Planning

For a long-term period of remote learning the teacher (or team) and other instructional/student support staff will provide the principal with a weekly plan that meets the 37.5 hour requirement for an instructional week. The principal and the staff member (or team) will work together to adjust the schedule as needed.

K-5 Weekly Goals:

16.5 hours Synchronous Instruction  
7 hours Asynchronous Instruction  
7 hours Office Hours  
7 hours PLC/PD/Planning

6-8 Weekly Goals:

14.5 hours Synchronous Instruction  
8 hours Asynchronous Instruction  
7.5 hours Office Hours  
7.5 hours PLC/PD/Planning

9-12 Weekly Goals:

15 hours Synchronous Instruction  
7.5 hours Asynchronous Instruction  
7.5 hours Office Hours  
7.5 hours PLC/PD/Planning

The principal will coordinate with operational staff members to ensure that their schedules support the instructional plan and also meet the 8 hour requirement for an operational workday and 40 hour work week.

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?

In April, the Director of Research and Accountability sent a survey to schools to collect granular data about student devices and types of internet service in the home. Results indicate:

- Certain areas in the county have little to no internet service - Dysartsville and North Cove are the main areas of internet connectivity issues.
- The Director of Technology sent a Remote Learning Survey to all teachers. As of 6-11-2020 there were 225 responses. Responses indicate that many teachers experienced poor connectivity when trying to create videos for students and hold live google meetings. MCS has excellent connectivity on each campus and plans to allow teachers to work alone in their classrooms in the event of remote instruction in 2020-21, provided the Governor's plan allows.

Barriers to success include:

- The state does not offer financial support for data plans. They ONLY pay for hardware, so providing Kajeets, mifis, and other resources for staff and students is not scalable or sustainable.
- Although most families and staff report ownership of a cell phone, it is difficult to expect use as a hotspot without a provided data plan.
- In the spring, some families and staff used free wifi provided by community partners or the schools by driving to parking lots. The environment inside a car is not ideal for teaching or learning to take place.
- Teachers enjoy using a variety of creative technology platforms. This can be confusing to families with multiple students.
- Expectations and modes of delivery were not consistent in the spring of 2020 for those who had internet access and those who did not. This made the transition to remote learning difficult for many and confusing for most.

Solutions in progress:

- MCS will maintain community wifi partnerships and continue to provide Kajeet mobile hotspot areas - may need to add more.
- The districts will provide picnic tables in Hotspot areas for families to use when working on assignments. Signage will remind families to maintain social distancing in these public spaces.
- Since MCS has one comprehensive high school for the entire county, elementary schools will create enhanced Resource Centers in which teachers of all grade levels and subjects report each community providing easier access to assistance with subject content (math, English, history, science). Parents will be given a calendar with specific times and dates of this “extra help” program.
- Lessons will be designed so that they can be uploaded/downloaded with little difficulty so students are not sitting at a hotspot for lengthy periods.
- Teachers district-wide will use the same technology platforms and lesson planning expectations.
- An academic support help desk and a technology support help desk will be available for live help at posted times.
- Families and the community will be informed about these solutions as part of the overall communication plan to take place via live (virtual) meetings, media releases, fliers in local businesses, school marquees and websites.
- A consistent instructional delivery model using Canvas for secondary and Google Classroom for elementary will be developed. Each teacher will present and record live daily direct instruction using Google Meet. Recordings will be housed for families and students to view at a later time if desired or necessary. Exemplary videos for each grade level standard will be uploaded to the District’s YouTube Instruction Channel (<https://www.youtube.com/channel/UCfG5FBgMSduPDifqwq1bmLg> ) The delivery and housing of materials will remain congruent whether the district or any individual is 100% face to face, 100% remote, or some hybrid of environments, allowing a more seamless transition for groups and individuals.
- Common expectations for student participation (attendance) will be communicated so that as students roll into or out of virtual environments they will not be behind in their achievement of state standards.

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?

MCS already has strong partnerships with local businesses, governmental agencies, medical offices, and faith-based institutions. Additionally, a community group, Connect McDowell, has been formed to pursue expanding broadband access in the county. Together with all our partners, MCS will create a matrix of resources to be posted on websites with paper fliers posted in community locations and available on school

campuses. The information will include:

- Hotspots/WiFi access providers and hotspots throughout the county
- Food, clothing, medical, and housing resources in each community
- Child Care providers
- FAQs about school social media, parent communication formats
- Educational supplies and food boxes can be delivered to specific families on an as needed basis

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

MCS used weekly live but virtual PLC meetings in the spring to support educators. For 2020-21, all teachers in a PLC will continue a weekly day and time for virtual PLC sessions. The district uses Indistar for School Improvement and will continue to monitor school improvement through remote calendars and hybrid calendars. The following indicators are expected to be assessed and monitored as part of each School Improvement Plan:

- A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
- B2.03: The school has established a team structure among teachers with specific duties and time for instructional planning.

All teachers will submit lesson plans via Planbook EDU in two week segments and will share them with their department or grade level coworkers as well as their administrators. For 2020-2021 plans will also be shared with teachers in other schools in the district as well as school counselors and student support personnel such as ESL and EC to provide feedback and support.

Every lesson will include EC and 504 accommodations and ESL support and administrators will provide feedback on lesson plans and instruction to support best practices in remote learning. All fourteen MCS Schools will assess, plan for and monitor these indicators in Indistar:

- A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.
- B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

All lessons will be aligned to NCSCOS and scaffolded to ensure student learning needs are met based on prior learning to address potential gaps as evidenced by data. Each school will assess, plan for and monitor:

- A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
- A1.10 All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national).

Blended Learning Ambassadors will meet weekly with PLC groups to offer support and provide feedback on teaching practices.

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?

Teachers will utilize Seesaw for K-1, Google Classroom for K-5 and Canvas LMS for 6-13 to support systemic communication and accessibility of instructional materials. Two weeks' worth of lessons, instructional resources, and supplies will be available at a time so that families without internet in the home may either come to the school or to a local wifi hotspot to download and upload work.

Training videos for students and families will be uploaded to the district website, school websites, the district YouTube channel, and social media in late July. Live virtual training at times that are convenient for parents and students will also be facilitated by each school beginning August 1.

On August 17, students will train with their classmates and teachers and begin using their LMS for their specific 2020-2021 courses. Each course site will:

- Display daily and weekly learning targets aligned to NCSCOS in student-friendly language, including how these will be assessed.
- Provide links to supports, resources, and how-to videos for tech tools.
- Communicate synchronous learning times on a regular daily schedule along with a google meet link for live participation. These times will be scheduled to allow even individual students who are quarantined when the majority are receiving on-campus instruction to participate live. They will also be staggered slightly to allow for the case when the district is 100% virtual and teachers need to be able to provide live instruction for their students while also supporting their own children in completing assignments.

For example:

- Elementary Schools
  - 8:30-8:50 Reading and ELA Direct Instruction
  - 8:50-9:30 Reading small groups and “teacher table”
  - 9:30-10:00 Reading virtual “centers”
  - 10:00-10:20 Math Direct Instruction
  - 10:20-11:00 Math small groups and “teacher table”
  - 11:30-11:50 Science/Social Studies Direct Instruction
  - 1:00-2:00 Electives
- Middle Schools
  - 8:00-8:35 First period Direct Instruction
  - 9:25-10:00 Second period Direct Instruction
  - 11:00-11:35 Third period Direct Instruction
  - 12:25-1:00 Fourth period Direct Instruction
  - 2:00-2:35 Fifth period Direct Instruction
- High Schools
  - 8:45-9:30 First period Direct Instruction
  - 10:00-10:45 Second period Direct Instruction
  - 11:30-12:15 Third period Direct Instruction
  - 1:30-2:15 Fourth period Direct Instruction
- Provide a repository of recordings of google meets featuring direct instruction for review/replay for all students, while communicating high expectations, and that daily attendance and quality work is expected.
- Provide opportunities for students to engage in online discourse using discussion boards or Flipgrid.
- Provide opportunities for students to upload authentic work products to demonstrate mastery.
- Provide regular office hours both morning and evening by which parents and teachers may communicate about student achievement.
- Administrators and SIT teams will assess, plan for, and monitor these expectations in alignment with the following Indistar indicators:
  - A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them
  - E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

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.

In each teacher's course site, daily and weekly learning targets will be listed along with how these will be assessed. Additionally, for each standard, teams of teachers will create a "Thinglink" that will serve as a digital interactive anchor chart and provide resources related to that standard's successful completion.

Administrators, academic facilitators, lead teachers, and blended learning ambassadors will support staff in Vetting quality instructional materials. They will also periodically audit and provide feedback on lesson plans and course webpages during weekly PLCs.

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.

#### Instructional Time

- Classes will have live attendance daily during remote instruction taken as outlined in the attendance plan (K-8: homeroom, 9-13 by each period)
- Students without access to the internet will participate in work upload/downloads at least bi-weekly and their attendance will be based on assignment completion.
- Each teacher will have both morning and evening office hours posted for live interaction by phone or the internet to support learning.
- [MCS Remote Learning for Families](#) will be updated quarterly to offer the most up to date information

#### Practice/Application

- Students will have the opportunity to practice and apply their learning and receive feedback weekly.
- Teachers will utilize high-quality learning materials
  - Instruction will be on standard
  - Practice/Application will be on standard
  - Assessment (formative and summative) will be on standard
- Students will share quality work with teachers and each other at least weekly by uploading products to their course site to receive feedback. The products may be created in apps online or may be physical products with a photo or video to explain their learning.
- This expectation will become part of each school's SIP referencing indicator A1.04 ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.

#### Feedback

- Feedback will be used to encourage and motivate learners to access content and engage in activities such as oral discussions, written discussion boards, reflections, short essays, uploading of work products, etc.
- Feedback will be informative, standards-aligned, and tailored to the assignment given. The suggested format for formative assessment will be the single-point rubric.
- Instructors will give personalized feedback on content materials (submitted or not submitted) and will make this feedback available to families on a weekly basis.
- Feedback on assignments will support informed planning and personalized student learning based on understanding.

Schools will assess, plan for, and monitor Indistar indicators:

- A1.04 ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.
- A4.01 KEY The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

#### STUDENT QUALITY WORK BELIEFS

- Students come to school with different levels of background knowledge and learn at different rates and in different ways. Therefore, schools will provide various ways for students to show understanding, including alternative and additional assessments.
- Specific learning targets and how students should demonstrate that learning should be clearly communicated to children and families.
- Prompt and focused feedback on formative and summative assessments is essential to student learning and necessary for the parental understanding of student progress.
- Student learning is dependent upon the work ethic and preparedness of students, families, and teachers. As a result, in order to learn and retain new understandings, students need support to prepare and practice throughout the entire learning process.
- Accountability is necessary for children to become mature and productive adults.
- Grades should primarily be a measure of what students demonstrate they know, understand, and can do in each course in alignment with NCSOC.

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.

This topic is lengthy and our response includes charts and tables, so a separate document is available at this link:

[https://docs.google.com/document/d/1RWN3gtJYxW-FNksSlzwCoSFmyRcG\\_PUR8dUBxD7roQc/edit?usp=sharing](https://docs.google.com/document/d/1RWN3gtJYxW-FNksSlzwCoSFmyRcG_PUR8dUBxD7roQc/edit?usp=sharing)

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?

Attendance MUST be taken for each student and entered into PowerSchool for remote learning days. Teachers can enter attendance retroactively in PowerSchool for up to a 2 week period in the event a student is unable to work in a synchronous daily fashion online.

Elementary (K-5) and Middle School (6-8): attendance is recorded once daily by the homeroom teacher. Secondary (9-13) attendance is recorded by each teacher on the student's daily course schedule.

A student is considered present for daily attendance during a remote learning day or period if the appropriate one or more of the following occurs:

Elementary:

- Email to teacher with questions or information about the day's assignment

- Phone call with parent about the day's assignment using Google Voice where preferred to protect telephone numbers
- Participation in a live class meeting via Google Meet
- Hard copies of all work products uploaded for the previous one to two weeks for students without daily internet access
- Turning in assignments in Google classroom
- Student writes a check-in message on Class Dojo.

Middle and High School:

- Email to teacher with questions or information about the day's assignment
- Phone call with student/parent with questions or information about the day's assignment
- Participation in live class meeting via Google Meet
- Hard copies of all work products uploaded for the previous one to two weeks for students without daily internet access
- Classroom assignment completion for the day in Canvas

Teachers will notify the school counselor, social worker, and/or MTSS team when a student who is doing synchronous learning is "absent" for 3 consecutive days, or when an asynchronous learner does not submit within their two week period. A phone call and/or home visit will be made to determine the reason for not participating. A plan will be made with the parent to address attendance issues.

Information and requirements will be communicated to the school community in their home language as part of the district's communication plan via automated phone messaging, school marquees, posted fliers, live virtual meetings, and media releases.

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?

Online and offline contacts for students and families will be provided at the beginning of the school year and upon enrollment of any new students throughout the year. Each campus will identify a primary technical assistance contact to answer student and family questions about remote learning. The district will maintain the technical assistance email address and the academic assistance email address that began in March 2020, and will add a live telephone help desk. Each teacher will establish and maintain live "office hours" in which students and parents may communicate either via the internet or telephone. These will be posted on school websites, social media where appropriate, and in each teacher's Google Classroom or Canvas course site. District policy will be that email and phone messages will be returned within 2 working days.

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

McDowell County Schools will continue offering daily support at [techhelp@mcdowell.k12.nc.us](mailto:techhelp@mcdowell.k12.nc.us) as well as [academicsupport@mcdowell.k12.nc.us](mailto:academicsupport@mcdowell.k12.nc.us). McDowell High School, our largest school, maintains a help desk using a product called Fresh Desk with a landing page for submitting help tickets and online chat. On teacher workdays that are remote days for students, the district technology team will man a telephone hotline for students and parents to call in for immediate technical support during working hours. The district will also offer remote instructional technology support with screen sharing in Google Meets and voice calls with Google Voice.

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

b. Academically and/or Intellectually Gifted learners

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

MCS will respond to homeless and foster care students during remote learning by providing:

- Review of McKinney Vento guidelines with staff
- Access to the internet/mobile hotspots/ access to paper copy assignments and materials
- Access to supportive adults (teachers, McKinney-Vento caseworkers, School Counselors and Social Workers) who will do check-ins frequently with students and families to monitor current living situations and educational needs
- Ipads, chromebooks, mifi or kajeet connections
- Technology support at shelters and group homes for parents/guardians
- Tutoring
- Additional flexibility for deadlines and participation in class assignments
- Academic accommodations for highly transient students
- A matrix for resources (compilation of critical resources)- online and paper
- Supplies (backpack program something simple as a pencil sharpener)
- Needed alternate forms of communications and updates to the families
- Proactive identification of kids and families who may newly qualify for MV services
- Space for students who are doubled up by partnering with YMCA and churches
- Transportation

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?

In McDowell County, the rural and mountainous terrain make broadband access unavailable to many citizens. In parts of our district not only is there no cable, but there is also no available cell tower for mobile service making personal or group hotspots unusable. So, although our school board in cooperation with our county commissioners have made an investment in devices over the years that provides 1:1 access in grades 3-13 and a strong infrastructure of routers and access points on each campus, many families are limited in their ability to connect on a daily basis from their homes.

Another limitation to easy implementation is that school ended abruptly on March 13 and many teachers were not yet adept at best practices or tools to support remote learning. Professional development has been provided since and we believe that we have for the most part overcome that limitation moving into fall 2020.

There is a lack of digital content that is vetted by the NCDPI and shown to be aligned to state standards at the appropriate level of rigor for each grade level. Our teachers are working this summer to develop more resources of this nature for parents.

We project that transportation may become an issue in the event that social distancing is required on school buses. Our system has neither the buses nor the drivers to add multiple routes.

Childcare for faculty and staff during remote instruction was oftentimes difficult during the spring of 2020. The district may explore with community partners a way to overcome this challenge.

Child nutrition is a necessity for our county and MCS has served meals almost daily since going remote. We need the resources to continue to do this in the event children are not on campus during the coming school year as well.

**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.

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