



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	Northeast Academy for Aerospace and Advanced Technologies
Superintendent/Director	Andrew Harris
Remote Instruction Plan Coordinator	Name: Andrew Harris Title: CEO Email Address: ceo@northeastacademy.org Phone Number: 252-562-0653
Team Members Responsible for Remote Instruction Plan	Carolyn Walton, Exceptional Children’s and Federal Programs Director Lisa Alcott, BT Coordinator/Admin Intern
Date Submitted to NCDPI*	June 29, 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?

- NEAAAT has and will continue to survey identified stakeholders who include staff, parents, students, and business alliance partners biannually for input on Remote Learning Plan (RLP).
- Survey results have and will be used to adjust the RLP plan to meet the changing dynamics of the learning environment.
- The updated RLP has been presented to the school staff, Parent Advisory Council (PAC), and Student Advisory Council (SAC) for recommendations and input and adjusted accordingly.
- The updated RLP has been presented to the Board of Directors for approval.
- The plan will be posted on the school website and emailed to all stakeholders to include parents, staff, students, Business Alliance Partners, and the Board of Directors.

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- The Support Team will conduct Town Hall remote meetings with stakeholders to present the RLP, acquire input, and answer questions. Based on remote discussions a Frequently Asked Questions document will be posted on the school website and emailed to all stakeholders.

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 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.

- Based on survey results and staff needs, professional development will be provided during the beginning of the year during coach workdays on the following topics:
 - Project-based learning in a remote environment
 - Standards-based assessments and grading
 - Curriculum mapping
 - Use of authentic tools in a remote setting
 - Engaging and meaningful standards-based lessons in a remote environment
 - Differentiation of lessons to meet individual student needs
 - Providing accommodations for exceptional children and 504 students through remote instruction
 - Methods for chunking assignments to meet tiered interventions as identified by the MTSS team.
- RLP instructional best practices have and will continue to be modeled via remote professional development throughout the school year.
- NEAAAT will continue to utilize Canvas as our Learning Management System (LMS) for all classes, which is where all professional development materials and training are housed to provide another layer of modeling for coaches.
- Additional training will be offered on the following online resources which include but not limited to:
 - IXL, Freckle, Khan Academy, EdPuzzle, Kahoot, Quizlet, Quizizz
 - Educreations, ClassCraft, Google Meets, Google Hangouts, Voice Thread, Screencast-o-Matic, FlipGrid, NC WiseOwl, Go OpenNC
- Offline instructional resources include:
 - STEM kits for students to utilize for class projects to complete at home
 - Student instructional supply kits to include but not limited to rulers, calculators, pencils, paper, graph paper, whiteboards, protractors, compasses, etc.
 - Coach supply kits to include but are not limited to whiteboards, markers, blank chart paper, graph chart paper, easels, etc.
 - Jump drives with preloaded instructional materials for students with internet issues.

[Link to Instructional Resources](#)

[Link to spreadsheet to identify learning management system\(s\), online instructional resources, and/or offline instructional resources.](#) | To make a Forced Google Copy of the spreadsheet, visit <https://bit.ly/NCRemoteResources>.

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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.

- All staff will attend a remote Huddle (staff meeting) each morning and Core Team Meetings each afternoon.
- Each coach will have established office hours that coincide with normal class times to avoid overlap with other coaches. Coaches are expected to make themselves available and accessible to students during assigned classes based on the regular bell schedule.
- Each coach will interact with students and respond to student needs during office hours. Part of this interaction will involve remote class meetings to provide direct instruction. Coaches will record class meetings to upload to Canvas to make available to students unable to attend or for students to review.
- During the school week, coaches will respond to student inquiries during office hours and normal class times and provide feedback for assignments within 24 hours to allow students to revise and edit submissions in alignment with NEAAAT's design thinking process.
- Coaches will provide and document acceleration, tiered interventions, accommodations, and modifications within their lessons and direct instruction during remote learning.
- Coaches will maintain personalized contact with both students and parents based on the need for remediation or other interventions.
- Student Services will be available during school hours to address concerns regarding student's social and emotional needs, attendance issues, as well as a need for additional resources.
- Support Team members will be available to address staff needs, provide resources, and give feedback on lesson plans and remote instruction.
- Bus drivers will deliver instructional materials to drop-off locations within the eight counties served by NEAAAT as needed.
- Coaches will provide remote instruction that meets NEAAAT's expectations guided by our mission to prepare students to meet the challenges of a global workforce. Lessons will be rigorous, based on course standards, and include real-world applications.
- Office hours and remote instructions are subject to adjustments based on workdays and early release days reflected on the school calendar.
- Staff roles during remote learning will be defined within the Team Playbook.

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?

- Surveys have and will be completed biannually by all coaches, parents, and students to determine connectivity availability.
- Students that do not respond to the connectivity survey will be called by school staff to determine internet needs.
- Students without internet access will be provided with jump drives that hold preloaded materials necessary for their classes.

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- Students who receive Exceptional Children's services that do not have internet will be provided a hotspot so they can access services.
- Staff with limited internet access will be allowed to work on campus during remote learning days.

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?

- NEAAAT's Work-Based Learning Coordinator has and will continue to update NEAAAT's asset map with available public wifi locations biannually and shared with stakeholders via the school website as well as through email.
- NEAAAT's Work-Based Learning Coordinator has and will continue to communicate with NEAAAT's Business Alliance and community partners to maintain a resource list for each county which will be made available on the NEAAAT website. Resources will include but not be limited to social services, food banks, child care, etc.

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

- Coaches will meet prior to the start of school to create curriculum maps for all courses to ensure course pacing is followed and instruction is delivered with fidelity to include required standards no matter the learning environment.
- Professional development will be provided prior to the start of school to train coaches to create and deliver standards-based and project-based learning through remote protocols.
- Established professional learning communities will continue to meet both in-person and remotely to create interdisciplinary, project-based lesson plans that meet NEAAAT expectations. A representative of the exceptional children's department will participate in each professional learning community.
- Support Team members will continue to provide feedback and offer resources to support curriculum mapping, lesson planning, and project-based learning.
- Data will be collected and analyzed monthly by the school MTSS team to determine the effectiveness of remote instruction. Data collected will include, but not be limited to, standards-based grading data, student attendance data, benchmark assessment results, EC/504 accommodations report, and student participation in online meetings. Data will be aggregated into subgroups to ensure the needs of all students are being met. The MTSS team will make monthly recommendations during core team meetings and administration meetings for improvement based on collected data.

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?

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- All coaches have and will continue to set up their Canvas courses using the same format to provide continuity for students as they navigate between classes.
- Students will be provided with at least one mock-RLP day within the school environment during the first 10 days of school to prepare them for remote learning.
- A minimum of ten RLP days, one per month, are built into the school calendar to ensure students know how to access instructions and assignments and submit work online using Canvas.
- Parents will receive training and instruction during Open House on the use of Canvas and the remote learning process. Video instructions for Canvas and RLP will be emailed to parents and included on the school website for those unable to attend Open House.
- Students will be trained during practice RLP days to use Google Meet, the Google Calendar, Google Hangouts, and the proper protocols for communicating with coaches online.
- Students with disabilities and those identified as needing tiered intervention will receive specially designed instruction on how to navigate Canvas, Google Meet, Google Hangouts, and all offline and online resources.

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.

- Based on team-developed curriculum mapping, NEAAAT coaches will submit non-remote lesson plans on Canvas two weeks prior to delivery for feedback from the Support Team and Professional Learning Communities. During remote days, the Support Team will monitor Canvas courses to ensure lessons are delivered that support the curriculum map in place.
- The Support Team will utilize a checklist to ensure all components required by the state, as well as recommended NEAAAT components, are included in each remote lesson.
- The checklist will include elements that measure instructional time, practice, and application of learning as well as feedback provided to students by coaches.
- The Support Team will provide feedback to coaches on remote lessons within 48 hours of delivery to inform future lessons.
- The NEAAAT RLP checklist will be presented to Coaches during pre-school training and made available on Canvas for all coaches to access for informed planning.
- Recommended NEAAAT components for each lesson are as follows:
 - Essential Question
 - Virtual Instruction (notes, videos, remote instruction, Google Meet, etc.)
 - Check for student learning
 - Remediation or enrichment opportunities
 - Authentic real-world application
 - Accommodations for EC and 504 students
 - Social-Emotional Learning Activities such as Brain Breaks, Mindful Minute, Discussion Board, Survey, etc.

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

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work measurement guidelines appropriate to each grade level, including deadlines for submission of assignments and methods to assess and grade learning during remote instruction.

- Grades 9 - 12:
 - Lessons will be published no later than 8 am each morning.
 - Assignments are due by 11:59 pm each day.
 - Assignments will be accepted within five days of the due date with a late penalty. No assignments will be accepted after five days after the due date.
- Grades 5 - 8:
 - Lessons will be published no later than 8 am each morning.
 - Assignments are due by 11:59 pm each day.
 - Assignments will be accepted within five days of the due date with a late penalty. No assignments will be accepted after five days after the due date.
- Students without internet access will be trained on how to use Jump Drives to export and import files as well as work offline. Jumpdrive assignments will be collected within one week of delivery to the student.
- Individual coaches will measure student proficiency by utilizing standards-based grading, rubrics, and formative assessments. Coaches will use this data to inform individual and whole-class instruction.
- Data will be collected and analyzed monthly by Professional Learning Communities and the school MTSS team to determine the effectiveness of remote instruction. Data collected will include, but not be limited to, standards-based grading data, student attendance data, student on-time submission data, benchmark assessment results. Data will be aggregated into subgroups to ensure the needs of all students are being met. The MTSS team and PLCs will make recommendations for areas of growth on student instruction and interventions.
- Student remote learning expectations will be defined in the Student Handbook.
- Accommodations, modifications, and alternative forms of mastery assessment will be provided to students needing tiered interventions, 504 and EC services based on identified needs in Personal Education Plans, Individual Education Plans, and 504 plans.

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.

- IEP and 504 teams will determine the implications of remote learning and address individual student needs. A Remote Learning Contingency Plan will be developed for each student.
- 504 and IEP accommodations will be reviewed with the coaches at the beginning of each semester during Special Population's Day. At that time Exceptional Children's Support Coaches will suggest ways for coaches to provide accommodations and modifications during remote learning days.

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- Coaches will receive training before opening day on how to provide tiered interventions and accommodations during remote learning.
- MTSS team will partner with grade-level teams to monitor students receiving tiered intervention if remote learning extends beyond a two week period and provide needed adjustments.
- A Remote Learning Service Delivery Schedule will be developed at the beginning of each semester and kept on file. This schedule will include related service delivery.
- During Remote Learning (one week or less)
 - Exceptional Children Support Coaches and related service providers will provide service delivery according to the Remote Learning Service Delivery Schedule.
 - Exceptional Children's Coaches will work with general education coaches to ensure accommodations and modifications are implemented.
- During an extended Remote Learning (greater than one week)
 - Remote Learning Contingency Plans will be enacted.
 - Exceptional Children Support Coaches and related service providers will provide service delivery according to the Remote Learning Service Delivery Schedule.
 - Exceptional Children's Coaches will work with general education coaches to ensure accommodations and modifications are implemented.
 - EC services and related services will be provided via Google Meets. Parents and students will be provided with a schedule of the student's EC instructional times by phone and email.
 - A log of services provided to each student will be kept in the student's file.
 - EC staff will work with related services to develop a schedule to follow for extended remote learning at the beginning of each semester.
 - Related services providers will continue to provide services during remote learning and provide a log of services to the Director of Exceptional Children at the end of the remote learning period.
 - EC staff and 504 case managers with the general education coaches will review the effectiveness of EC services and/or accommodations if remote learning lasts longer than a two week period. Needed adjustments will be made and provided to coaches and parents in writing.

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?

- Students will sign in to a Google Form each remote learning day to be marked present.
- Coaches will record attendance in PowerSchool by 9 am of the following day.
- The remote learning attendance policy will be included in the student handbook, communicated during Open House and other beginning of the year activities, and delivered to parents and students via email at the beginning of each semester.
- The Data Manager will send attendance notification letters home at 3, 5, 7, and 10 days absent.

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- Coaches will communicate daily with Student Services via a shared document regarding students with attendance, work completion, and social-emotional issues. Student services will perform daily wellness checks with identified students and their parents.
- Attendance to EC services and tiered instructional interventions will be documented in a daily log by coaches.
- Related service providers such as speech, occupational therapy, and Title I tutors will maintain a log of attendance of offered services during remote learning.

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?

- Staff office hours and contact information will be posted on course Canvas pages, the NEAAAT website, and emailed to students and parents biannually.
- Students and parents will receive instructions on how to utilize email, Google Meet, and Google Hangouts to contact coaches. These instructions will be delivered through face-to-face training and via recorded how-to videos located in Canvas and on NEAAAT's website.
- Students and parents will be provided with the school phone number to contact coaches during remote learning days. NEAAAT's support specialist will relay messages to coaches, who can return the call using *67 to keep their phone numbers private.
- When contacted during school hours, staff will respond to students and/or parents before the end of the school day. All other communications will be responded to within 24 hours during the workweek.
- School Information Flyers (hard copy format) that include the web address, phone number, who to contact list, etc. will be provided to all NEAAAT families. The flyer will be available in English and Spanish.

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

- Student Chromebooks have and will continue to be serviced during the summer months for preventative maintenance on devices.
- Students will be taught basic computer troubleshooting skills and learn how to submit a Tech-Ticket at the beginning of the school year.
- Parents will receive instruction on basic computer troubleshooting and how to submit a Tech-Ticket during Open House and at Parent Education events.
- Technology instructions will be housed on NEAAAT's website in written and video form.
- Coaches will be provided training on how to use Google Remote Desktop in order to access student Chromebooks and assist with basic computer issues.
- Students unable to access technology resources will call the school phone number and leave a message for the technology specialist. Students will receive a response within 24 hours.
- Replacement Chromebooks will be delivered to bus stops as needed.

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?

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a. English learners

- Coaches' RLP plans which will have been vetted by the Instructional Team will include differentiation for English Learners.

b. Academically and/or Intellectually Gifted learners

- Coaches' RLP plans which will have been vetted by the Instructional Team will include differentiation for Academically and/or Intellectually Gifted Learner.

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

- Students who qualify for McKinney Vento Act services will be provided with mobile hotspots if needed as well as other instructional supplies.
- Families that qualify for services under the McKinney Vento Act will be provided a list of community resources to include locations with free wi-fi.

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?

- No limitations at this time.

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.

- Coaches will instruct students in remote learning best practices and develop a personalized remote learning plan to stress the following:
 - Creating a daily remote learning schedule
 - Setting an alarm to get up each day at a given time
 - Having a quiet space to work
 - Attending class meetings
 - Completing work on time
 - Checking for emails multiple times a day
 - Scheduling brain breaks that include physical activities throughout the day
- NEAAAT will provide parents with information on remote learning best practices during Open House, parent education nights, and on NEAAAT's website. These will include:
 - Providing a quiet location for the student to study

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- Assisting your student in maintaining a daily schedule
- Prioritizing learning and assignment completion
- Checking email daily for communications from your student's school
- Checking for important information posted on the school website
- Encouraging your student to schedule brain breaks that include physical activities throughout the day
- Communicating with your student's coaches as needed

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

- Student Services will act as liaisons between local colleges and dual-enrolled students.
- Students Services will communicate all important remote learning information to students and will monitor the needs of dual-enrolled students.

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