



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	Queen’s Grant Community School, 60G
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Team Members Responsible for Remote Instruction Plan	Krista Tolchin, K-8 Principal Josh Swartzlander, High School Principal Doug Hower, NHA Executive Principal Zack Perfitt, NHA Director of School Quality Lori Hill, NHA Director of School Quality
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?

Queen’s Grant Community School’s Remote Instruction Plan was created in partnership with the school’s administration, the Directors of School Quality, and the school’s EMO, National Heritage Academies. The plan was created based on feedback that was received from virtual learning that took place at the end of the 2019-2020 school year. Once the plan was complete, it was distributed to the school’s Board of Directors, all school staff, the Boosters (parent group), and members of the National Junior Honor Society (student group).

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At the close of the 2019-20 school year, the school elicited feedback from parents throughout the period of remote learning. This was sent to teachers and compiled by the administrative team in order to address current areas of need in addition to plan for future remote learning periods. Additionally, parent-led groups were also utilized to elicit feedback regarding remote learning and areas of need from within the parent body. This feedback was used to improve and inform continued remote instruction programming.

The completed plan will be sent via email to parents of all enrolled students. Additionally, the completed plan will be placed on the school website.

The plan specifics will be communicated to staff members via email and Google Meet. Individual one-on-one meetings with Deans will be used to support teacher understanding and implementation. Deans will also monitor teacher communication with families and students for fidelity and clarity.

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.

To simplify the number of technology tools teachers, students, and families need to learn during remote instruction, the K-8 community school provided one base platform for student support (Google Classroom) and the 9-12 high school will use Schoology as its base platform. Within Google Classroom or Schoology, individual instructors have the opportunity to post videos, hold Google meetings, etc. in order to meet the needs of their students. All school staff members receive instruction on the use of Google Classroom as the primary learning platform for student remote support. This instruction is facilitated by the school's LTS in conjunction with the EMO (National Heritage Academies). Deans will continue to provide ongoing training and support for their teachers through regular one-on-one meetings (O3s).

Students will submit their work directly within their Google Classroom or Schoology Site. Online resources such as instructional videos, Google Meetings for live instruction/instructional support, written articles/documents, etc. will all be made available to students via Google Classroom or Schoology. Learning enhancement opportunities include the use of iReady, DreamBox, and Khan Academy. These are systems previously used in classrooms that teachers and students should already be aware of how to use.

Teachers will prioritize connections with families using provided resources. They will make weekly contact with families through phone calls and/or emails. They will also provide daily office hours to address questions, issues, or concerns of students and their families.

EC students will receive instructional support and direct instruction (individually or small group) from a certified EC instructor.

A spreadsheet identifying the school's learning management system, online instructional resources and the offline instructional resources is available at the following link:

https://drive.google.com/file/d/1-xURUUmS2W7r17TNUK_ifsyyy9oANtV/view?usp=sharing

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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.

During times of remote instruction, all instructional staff will provide daily activities/assignments. Teachers will develop Google Meetings to support student understanding and mastery of the daily lessons and will maintain “office hours” for a minimum of one hour per day in addition to the Google Meeting times. The Google Meetings can be one-on-one with students, with a small group, or the whole class as needed. It is the expectation that the teacher provides materials for each student daily, but may not have daily direct interaction. The expected instructional length varies by content and student age. Four to five hours daily is the total daily instructional time. This includes lesson time, videos, reading, and student work time. Intervention staff and EC paraprofessionals will have predesignated students in place to support. This support will take place via Google Meeting with the identified students.

For remote instruction days that are also teacher workdays, intervention staff and EC paraprofessionals will continue to provide the predetermined support in the same format. Instructional staff will provide lessons and materials to be delivered via the Google Classroom. It should be noted that instructional staff will not hold Google Meetings to support instruction during remote instructional days that are also teacher workdays. Specials teachers will post videos that support continued growth and learning within their specific content area.

The school social worker will continue to connect with his/her existing caseload and will also be available for additional students if the need arises. If at any time, a teacher becomes concerned about a student’s well-being, they will work with the administration and the social and emotional support team at the school to organize supports and next steps. This team is made up various school staff members who monitor and support the social-emotional needs of students and their families during times of remote instruction.

Deans are specifically responsible to monitor the instructor Google Classroom/Schoology pages to assure that teachers are posting the necessary information at the necessary intervals. Deans maintain bi-weekly individual meetings with teachers to support and provide feedback. The principal meets daily with the dean team to debrief and discuss any concerns.

Custodial staff will continue to work from within the building.

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?

A family survey regarding reliable and effective Internet and device access was completed prior to the beginning of the 2020-21 school year. Devices (Chromebooks) will be distributed to families with needs for a device. Families with limited connectivity will be mailed (USPS) remote learning packets that mirror the information provided digitally and support student learning.

Stakeholders will be made aware of the various modes and opportunities for instruction through the School Reach system (email/text to each family), the school newsletter, the school’s social media page(s), NHA’s Parent Portal, and information emailed by teachers.

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NHA is supporting K-8 students with a 1:1 student to device ratio. This removes the barrier of students that may not have access to devices. Additionally, parents that have limited connectivity have been connected with community resources to establish connectivity.

Instructional staff without connectivity have been connected to community resources and/or have been allowed limited access to the building to allow for instructional delivery.

The only barrier that we see at this time are with families who haven't reached out telling us their needs.

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?

The Queen's Grant Community School's Leadership Team and Social Worker has led the effort to create community partnerships and provide resources to our families. The school will provide information to families regarding local childcare options and other services (broadband service, food distribution sites, etc.) that are available within the community. The school has established meaningful community partnerships that can continue to support our school community. This list is continually updated to better meet the changing needs of our school community.

Community Resource List:

Servant's Heart
Summer Food Providers
Mint Hill Public Library
Local Food Bank Information

We have partnered with Servant's Heart a local community resource that helps families with food, clothing, housing, etc.

Communication about available resources will be sent to our families via monthly Knightly Newsletters, School Reach Calls and emails.

Additionally, North Carolina has set up a hotline, in partnership with the NC Child Care Resource and Referral Network. That line is 888-600-1685 and is open from 8 a.m. to 5 p.m., Monday through Friday.

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

All instructional staff members will have, at minimum, monthly PLC meetings to identify and capitalize on best practices for remote instruction. LTS will support staff with enhancements for use within Google Classrooms or Schoology on a monthly (minimum) basis. PLC groups will provide school administration with minutes from the PLC meetings, which will include information on teacher participation.

All staff members have been trained in using Google Meet. PLC meetings will continue either in-person or virtually on a monthly (minimum) basis.

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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?

All students will receive direct instruction/practice with the remote instructional platform (Google Classroom/Schoology) from the classroom instructor and LTS during technology instruction on non-remote instruction days. Students will receive direct instructions on how to log into Google Classroom/Schoology and access learning modules and materials during their technology time. Additionally, all families will receive detailed instructions for accessing the remote learning site and materials via the NHA Parent Portal and email. Such instruction includes tutorial videos regarding Google Classroom and utilization of this resource. The school will communicate these resources to its stakeholders via email with video links embedded as needed. This will allow students and parents to understand the format, expectations, and student work delivery process.

The school will leverage blended instruction during non-remote instruction days to ensure student success during remote instruction. The school will utilize online resources to support middle school students receiving intervention support throughout the year. Additionally the LTS will continue to enhance student knowledge and mastery during technology instruction throughout the year.

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.

Every K-8 school student lesson within each content area will have an “I can” statement and lesson objective assigned to it and available at the beginning of the lesson. The “I can” statement will explain what the student should be able to accomplish after the lesson is complete. This provides students the opportunity to gauge their understanding of the materials. Additionally, each lesson includes an approximation of the time it should take to complete, sample problems/product, and a problem(s)/product for student completion. Teachers provide ongoing feedback to students in order to understand and monitor the individual student mastery of the materials. Additionally, Gradebook can be used to allow for students and parents to fully understand and monitor the growth and mastery that is taking place. Deans that oversee the grade bands and will monitor and provide feedback/support to each instructor on a weekly basis.

Students with IEPs and 504s will access the same learning opportunities (print-based and digital) that are offered to general education students. These learning activities and supports will address student needs identified within any IEP, to the extent appropriate. To accomplish this, special education providers will collaborate with general education teachers to ensure provision of accommodations and modifications (when appropriate) that allow students to access learning opportunities.

Teachers are providing feedback on students’ work, including the printed packets, virtually. Our teachers are monitoring student work and giving feedback through Google Classroom/ Schoology and if students are not connected to the internet via teleconferencing. Teachers are also tracking student progress and engagement. The high school 9-12 will assign QGHS emails for improved communications

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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.

Students will participate in formative assessments provided by the school, periodic benchmark assessments provided by the school, and any assessments require by NCDPI. Assignment due dates will be determined by the teacher but should fall within a 48-hour window to use the assignment/assessment data to drive instruction (either remote or on-site). Assignments will be graded for completion and accuracy in accordance with grade level standards for grading that are used in the traditional school setting.

During periods of remote instruction, students have the opportunity to collaborate either within a Google Meeting or when assigned a group project.

The table below shows suggested time-on-task for various academic subjects by day at the K-8 level.

Content Area	Instructional Time
ELA	60-75 minutes
Math	45-75 minutes
Science/SS	30 minutes
Moral Focus	30 minutes
Physical Activity	30 minutes
Specials	30-60 minutes

* Time-on-task will vary slightly by grade/age of the student.

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.

EC/504 students will continue to receive the instructional supports and classroom modifications as prescribed in their IEP/504 plan. EC instructors and paraprofessional staff will support student learning aligned with IEP/504 goals and/or accommodations. EC instructors will monitor student progress toward their individual goals and summarize this through quarterly progress reporting. Additionally, annual IEP/504 meetings will continue (virtually if necessary) in order to amend plans as needed.

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?

Instructors will continue to track student participation with remote materials. This participation will be

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utilized to determine student attendance during periods of remote learning. Our online Gradebook system allows for monitoring of participation virtually. Specifically, attendance will be determined through multiple methods and students will be considered present when one (or more) of the following situations takes place:

- The student “checks in” or attends a Google Classroom/Schoology event.
- The student completes and submits a Google Classroom/Schoology assignment.
- The student completes and submits a learning packet assignment.
- The student “checks in” with the teacher via phone if not able to complete work virtually.

Parents will be made aware of the remote instruction expectations for attendance/participation via email. These expectations will also be shared as part of back-to-school information. Additionally, these expectations will be posted on the school website.

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?

Google Classroom/Schoology will be used for online contact during remote instructional days. In addition, teachers will communicate their email address for an additional method of contact. The school office hours will remain operational, with phone access, for families who are unable to make electronic contact. Instructors maintain office hours via email and/or telephone as needed.

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

Families will have the contact telephone number and email for the LTS. Additionally, NHA will support each individual school with a 1-800 hotline number for additional technology support. It should be noted that times will be established to replace devices that are not operational with alternate devices that are fully operational.

Families are made aware of these supports via mail and school messenger. Families also have direct access to the LTS by telephone. Each LTS receives training directly from the school’s Management Company, National Heritage Academies via weekly Google Meet sessions.

To safely manage device repairs/replacements during period of remote instructions, each LTS has received training on the safe handling of returned materials, has supplies provided by NHA/Aramark, and has procedures to follow for the packaging of devices for replacement.

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

All official school communication is translated into students’ home languages as needed. In addition, EL teachers are working with classroom teachers to provide necessary scaffolds to schoolwork to ensure EL students are able to access the core content.

b. Academically and/or Intellectually Gifted learners

Queen’s Grant does not have an AIG program. However, Teachers and Deans will monitor student

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learning, work samples, and academic progress to determine level of mastery and need for potential advancement. Charter schools are not required to have an AIG program, but we strive to provide challenges for all learners. The school does offer advanced tracks for students within grades 4-8. Students are identified through NWEA testing, BOG3/EOG testing, i-Ready diagnostic assessments, as well as classroom (or virtual) performance.

Delivery of content will operate in the same manner as all students. Students within the advanced track are placed and receive instructional support via teachers that have an understanding of the advanced learning track. This support takes place both in-person and within the remote process. Advanced learners will receive communication specific to attendance, grading, and the submission of student work as part of the start-of-school communications received by families.

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

Queen's Grant will work closely with the family and social worker to ensure all student needs are addressed (i.e. internet access, transportation, food, etc.)

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?

Some limitations that exist at Queen's Grant are Broadband connectivity, Professional Development for teachers, training parents, child care, and child nutrition.

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.

Students and Parents will be directed to tutorial pages of an online book the high school has created for Schoology support and for other high school resources. The booklets will also be on the school website.

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

Students will have the opportunity to participate in CCP and there are links on the website to speak with the high school counselor about the program.

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