



NORTH CAROLINA
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Remote Instruction

*School Calendar For The 2023-2024
School Year*

HB 103/S.L. 2022-74/Section 7.13.(b)

Date Due: September 15, 2024
DPI Chronological Schedule, 2023-2024

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REPORT TO THE NC GENERAL ASSEMBLY:

REMOTE INSTRUCTION

HOUSE BILL 103. SESSION LAW 2022-74. SECTION 7.13.(B)

BACKGROUND

This report meets the legislative requirements set forth in NC Session Law 2022-74, Section 7.13.(b) states, "The State Board of Education shall report by September 15 annually to the Joint Legislative Education Oversight Committee on the following information related to remote instruction:". This report provides a statewide summary of the Remote Instruction Plans that were submitted to the NC Department of Public Instruction for the 2023-2024 school year.

This report includes the following:

- (1) A copy of each governing board's remote instruction plan.
- (2) A summary document of the following:
 - a. The number of remote instruction days or hours used by each public-school unit in the prior school year.
 - b. Strengths, challenges, and trends noted by the State Board in its review of how governing boards implement remote instruction.
 - c. Any other data deemed by the State Board to be useful to the Joint Legislative Education Oversight Committee in evaluating the use and delivery of remote instruction in emergency circumstances. (2021-130, s. 3(a); 2022-59, s. 1(a), (b); 2022-74, s. 7.13(a), (b).)

As stated in Subsection (b) of Section 7.13,

- (a) Remote instruction means instruction delivered to students in a remote location outside of the school facility, whether synchronously or asynchronously. Instructional days or hours provided through any of the following shall not be considered remote instruction:
 - (1) North Carolina Virtual Public-School courses.
 - (2) E-learning courses that meet the requirements of G.S. 115C-238.85.
 - (3) Institution of higher education courses, as provided in Article 16 of this Chapter or G.S. 115D-20(4).
 - (4) Homebound instruction required for a student by an individualized education program, as defined in G.S. 115C-106.3(8), or a section 504 (29 U.S.C. § 794) plan.
 - (5) Instruction provided to a student during a short- or long-term suspension.
- (b) A public school unit in a county that has received a good cause waiver, as provided in G.S. 115C-84.2(d), for the school year may use up to 15 remote instruction days or 90 remote instruction hours when schools are unable to open due to severe weather conditions, energy shortages, power failures, or other emergency situations and may use that time towards the required instructional days or hours for the school calendar. All other public-school units may use up to five remote instruction days or 30 remote instruction hours when schools are unable to open due to severe weather conditions, energy shortages, power failures, or other emergency situations and may use that time towards the required instructional days or hours for the school calendar.

- (c) Except as provided in Part 3A of Article 16 of this Chapter or subsection (b) of this section, a public-school unit shall not use remote instruction to satisfy the minimum required number of instructional days or hours for the school calendar.
- (d) A governing board that chooses to use remote instruction as provided in subsection (b) of this section shall submit to the State Board, by July 1 annually, a remote instruction plan that provides a detailed framework for delivering quality remote instruction to students for the upcoming school year and information on the number of remote instruction days or hours used in the prior school year to satisfy instructional requirements, when applicable. At a minimum, the plans submitted by governing boards shall include the following:
- (1) Identification of the resources that will be used to facilitate remote instruction.
 - (2) Communication with and training opportunities for teachers, administrators, instructional support staff, parents, and students on how to access and effectively use remote instruction resources, including regular opportunities for students to use those resources during nonremote instructional days to ensure student success during remote instruction.
 - (3) Establishment of methods for tracking and reporting attendance during remote instruction, including protocols for determining attendance, the reporting system to be used, and how attendance procedures will be communicated to parents before remote instruction begins.
 - (4) Establishment of staff roles and expectations for remote instruction days, including teacher workdays, teacher accessibility, and noncertified staff workdays and responsibilities.
 - (5) Communication of learning targets to students on each remote instruction day and development of measures to ensure that remote instruction time, practice, and application components support learning growth that continues towards mastery of the standard course of study.
 - (6) Development of remote instruction options appropriate for teachers and students with limited connectivity capability, including the opportunity for students to download remote instruction materials in advance when practicable.
 - (7) Provision of remote instruction for students with disabilities 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.
- (e) The State Board of Education shall report by September 15 annually to the Joint Legislative Education Oversight Committee on the following information related to remote instruction:
- (1) A copy of each governing board's remote instruction plan.
 - (2) A summary document of the following:
 - a. The number of remote instruction days or hours used by each public-school unit in the prior school year.
 - b. Strengths, challenges, and trends noted by the State Board in its review of how governing boards implement remote instruction.
 - c. Any other data deemed by the State Board to be useful to the Joint Legislative Education Oversight Committee in evaluating the use and delivery of remote

instruction in emergency circumstances. (2021-130, s. 3(a); 2022-59, s. 1(a), (b); 2022-74, s. 7.13(a), (b).)

A COPY OF EACH GOVERNING BOARD'S REMOTE INSTRUCTION PLAN.

[Public School Units: Remote Instruction Plans Pursuant to SL 2022-74](#)

A SUMMARY DOCUMENT OF THE FOLLOWING:

The number of remote instruction days or hours used by each public-school unit in the prior school year.

[Public School Units: Number of Remote Instruction Days Pursuant to SL 2022-74](#)

Strengths, challenges, and trends noted by the State Board in its review of how governing boards implement remote instruction.

Strengths

As PSUs developed and refined high-quality Remote Instruction Plans, many strengths emerged in the process of development of the most effective teaching and learning for NC's public-school students.

The primary strengths reported by PSUs are:

- 1:1 Device Distribution:** Many public-school units that were already implementing a 1:1 device model, providing every student and teacher with a laptop, Chromebook, or tablet, were able to transition more efficiently to remote instruction.
- Hotspots and Internet Access:** Public-school units made efforts to bridge the digital divide by distributing hotspots to students and families without reliable internet access. Some schools also provided "Park to Learn" areas in school parking lots with WiFi.
- Flexible Instructional Methods:** Remote instruction included a mix of live synchronous classes, recorded lessons, and paper-based learning materials to accommodate different learning styles and home situations. Flexibility allowed schools to offer personalized learning options, catering to the specific needs of students and their families.
- Use of Learning Management Systems (LMS):** Platforms like Google Classroom and Canvas were widely used to streamline instructional delivery, manage assignments, and facilitate communication between teachers and students.
- Professional Development and Support:** Teachers received extensive training on digital tools and instructional strategies for remote learning. Ongoing professional development helped teachers adapt and improve their remote teaching practices. Technical support was available for teachers, students, and parents to troubleshoot and ensure smooth operations.
- Strong Communication Channels:** Clear, consistent communication with parents and students was prioritized. Multiple platforms (emails, school websites, social media, etc.) were used to keep stakeholders informed. Schools actively engaged with families to ensure they were supported, addressing concerns related to technology, instructional methods, and student well-being.
- Maintenance of Academic Rigor:** Despite the challenges of remote learning, public-school units aimed to maintain the same curriculum standards and learning objectives as in traditional settings. This included providing additional academic support where needed, such as small group sessions or individualized feedback.
- Preparedness and Quick Adaptation:** The experience gained from the initial pandemic phase helped schools refine their remote learning plans, making future transitions smoother. Many schools had clear plans that could be quickly implemented for unexpected events, such as severe weather.

Challenges

While PSUs have developed high-quality Remote Instruction Plans, challenges remain to ensure the most effective teaching and learning for NC's public-school students.

The primary challenges reported by PSUs are:

- **Technology and Internet Access:** A significant issue was ensuring students had access to reliable internet and necessary devices. Many public-school units face problems with broadband connectivity, especially in rural areas. Distribution and collection of devices like Chromebooks and hotspots were challenging, with many hotspots reported lost and devices damaged, leading to repair backlogs.
- **Inconsistent Instructional Models:** Teachers had to switch between remote, in-person, and hybrid teaching, which created inconsistency. Managing both in-person and remote students simultaneously proved difficult. This lack of consistency in teaching models affected the quality of education.

Trends

- **Emergency-Only Use:** The most consistent trend is the emphasis on using remote instruction plans strictly for emergency situations, such as inclement weather, natural disasters, or temporary closures for health and safety concerns.
- **Flexibility and Adaptability:** Public-school units are focused on being flexible and adaptable with remote learning. They recognize the need to tailor instruction to the varying circumstances and resources available to students, particularly in emergencies that may cause power outages or disrupt connectivity.
- **Individualized Instruction:** Many public-school units are committed to maintaining individualized learning experiences even during remote instruction. This includes accommodating different family preferences (e.g., paper packets vs. online assignments) and leveraging technology more comfortably with older students.
- **Technology Integration and Training:** A strong focus is placed on improving the use of technology in instruction. public-school units are investing in professional development for teachers, training for staff, and outreach to families to enhance their ability to deliver effective remote instruction. This includes ongoing assessment and improvement of Learning Management Systems (LMS) and digital tools.
- **Continuous Improvement:** Many public-school units express a commitment to continuously refining their remote instruction plans. This involves feedback loops, learning from past experiences, and seeking innovative solutions to improve educational delivery during emergencies.

Any other data deemed by the State Board to be useful to the Joint Legislative Education Oversight Committee in evaluating the use and delivery of remote instruction in emergency circumstances. (2021-130, s. 3(a); 2022-59, s. 1(a), (b); 2022-74, s. 7.13(a), (b)).

Report to the North Carolina General Assembly: Statewide Trends in Student Digital Learning Ac

Overall, PSUs shared the Remote Instructions Plan components helped them to plan, communicate, and to deliver effective and quality education remotely when needed. NCDPI will continue to provide professional development opportunities, technical assistance, coaching, and instructional/programming resources, and to monitor patterns and trends. NCDPI will intentionally review concerns heard from stakeholders to determine if further support is needed through practices or policies and to share promising practices with the field to build capacity and success.

For questions/concerns, please contact:

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