



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	Voyager Academy																										
Superintendent/Director	Ellie Schollmeyer																										
Remote Instruction Plan Coordinator	Name: Ellie Schollmeyer Title: Managing Director Email Address: eschollmeyer@voyageracademy.net Phone Number:919-433-3301																										
Team Members Responsible for Remote Instruction Plan	<table border="1"> <thead> <tr> <th>Name</th> <th>Role</th> <th>Email</th> </tr> </thead> <tbody> <tr> <td>Nolan, Chuck</td> <td>VAHS Principal</td> <td>cnolan@voyageracademy.net</td> </tr> <tr> <td>Clark-Stover, Tanya</td> <td>VAHS Art Teacher</td> <td>tclark-stover@voyageracademy.net</td> </tr> <tr> <td>Baker, Dennis</td> <td>VAHS CTE/Chinese Teacher</td> <td>dbaker@voyageracademy.net</td> </tr> <tr> <td>Carrington, Chase</td> <td>VAHS Student</td> <td>ccarrington@students.voyageracademy.net</td> </tr> <tr> <td>Baines, Carrie</td> <td>VAHS Parent</td> <td>Carrie.Baines@ppdi.com</td> </tr> <tr> <td>Fernandez, Tony</td> <td>VA Community Member</td> <td>tony.fernandez@cfafanchisee.com</td> </tr> <tr> <td>Freiburger, Cara</td> <td>VAHS Student</td> <td>cfreiburger@students.voyageracademy.net</td> </tr> </tbody> </table>			Name	Role	Email	Nolan, Chuck	VAHS Principal	cnolan@voyageracademy.net	Clark-Stover, Tanya	VAHS Art Teacher	tclark-stover@voyageracademy.net	Baker, Dennis	VAHS CTE/Chinese Teacher	dbaker@voyageracademy.net	Carrington, Chase	VAHS Student	ccarrington@students.voyageracademy.net	Baines, Carrie	VAHS Parent	Carrie.Baines@ppdi.com	Fernandez, Tony	VA Community Member	tony.fernandez@cfafanchisee.com	Freiburger, Cara	VAHS Student	cfreiburger@students.voyageracademy.net
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Public School Unit:

		nts.voyageracademy.net
Anderson, Kelli	PTO President	kelli.anderson@duke.edu
Jaeger, Denise	VAMS 5th Grade Teacher	djaeger@voyageracademy.net
Miller, Carrie	VAMS 6th Grade Teacher	cmiller@voyageracademy.net
Murray, Pam	VAMS Receptionist, former nurse	pmurray@voyageracademy.net
Wells, Nessie	VAMS Parent	nissabennettwells@gmail.com
Oakley, Reggie	VAMS Parent	oakleyr12@gmail.com
Lalor, Liz	VAMS Student	elizabeth.lalor@students.voyageracademy.net
Neera, Desai	VAMS Student	neera.desai@students.voyageracademy.net
Johnson, Gwen	VAMS Principal	gjohnson@voyageracademy.net
Heather Roberts	VAES1st grade teacher	hroberts@voyageracademy.net
Leigh Ann VanSchaick	VAES 3rd grade teacher	lavanschaick@voyageracademy.net
Dexter Meath	Parent	dextermeath@gmail.com
Ric Swiner	Parent	ric@swdcanhelp.com
Tony Manning	VAES Principal	tmanning@voyageracademy.net
Judy Cutts	VAES Principal	jcutts@voyageracademy.net

Public School Unit:

		adamy.net
Cindy Gittens	VA Social Worker	cgittens@voyageracademy.net
Tracey Edler	VA EC Coordinator	tedler@voyageracademy.net
Carly Morton	VA Director of Curriculum	cmorton@voyageracademy.net
Laura Howell	VA Testing Coordinator	lhowell@voyageracademy.net
Latia Boney	VA - Before/After Care & Enrichment	lboney@voyageracademy.net
Evan Menchini	Technology Director	emenchini@voyageracademy.net
Jaronda Ingram	VA Board Chair	jingram@voyageracademy.net
Terry Lynch	VA Board Member	tlynch@voyageracademy.net
Ellie Schollmeyer	VA Managing Director	eschollmeyer@voyageracademy.net
Owen, Alex	Athletic Director	aowen@voyageracademy.net
Braxton, Christine	VAHS Parent	c.d.lutterloh13@gmail.com
Lori Freiburger	VAES TA	lfreiburger@voyageracademy.net
Jeneen Graves	VAES Assistant Principal	jgraves@voyageracademy.net
Richie Mitchell	VAMS Assistant Principal	rmitchell@voyageracademy.net
Leigh Dodson	VAHS Assistant Principal	ldodson@voyageracademy.net

Public School Unit:

Date Submitted to NCDPI*	July 17, 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?

Component 1: Communication

In Summary:

Voyager Academy has created a Reopening Task Force (RTF) to develop the school's reopening plan. The RTF is made up of a variety of stakeholder representatives: board members, the managing director, school administrators, teachers, support staff, students, parents, and community members. The RTF has sought input from the school community by utilizing Google Form surveys sent to the staff, parents, and middle and high school students to garner feedback on the spring semester digital learning and thoughts on the upcoming school year. Following careful consideration of feedback, and evaluation of all factors related to school reopening, the school will create and present the plan and a Q&A document to the staff, the Voyager board of directors, and then the families via email and Zoom town-hall sessions. Ellie Shollmeyer, Evan Menchini and the school administrators will be in charge of ensuring information is shared with all stakeholders. Information will be shared via the school website, emails, and on social media platforms.

The town hall presentations are linked below:

- [Overview Presentation of Phased in Reopening Plan](#)
- [Voyager Academy High School Remote Learning Overview](#)
- [Voyager Academy Middle School Remote Learning Overview](#)
- [Voyager Academy Elementary Remote Learning Overview](#)

Identify Stakeholders	Board Managing Director Administrators Staff (Teachers, assistants, support, before/after care) Parents/Families Students Community members Athletic Director/ coaches PTO Booster Club
Examine Engagement Structures	Board MD and School Admin Teams Website

Public School Unit:

	<p>Social Media outlets (Facebook, Instagram, Twitter) Google Forms Staff Town Hall Meeting Community Wide Town Hall MEeting Email and phone calls/texts A survey was shared with staff and community to evaluate and assess preferred communication methods. A Reopening Plan with guidelines and procedures was developed to provide additional details on structures and expectations to staff and community.</p>
<p>Review Internal Communication Processes & Activate Ambassadors</p>	<p>Managing Director, Reopening Task Force MD>RTF> staff> parents>students> board>PTO> community</p> <p>The internal communication processes were reviewed with all key stakeholder groups and ambassadors are activated to support the communication of our remote learning plans.</p>
<p>Identify Key Communicators</p>	<p>Managing Director, Reopening Task Force, administrators, staff, parents, students,PTO, website, board, social media sites.</p>
<p>Communicate HOW You Communicate</p>	<p>Email (top choice in surveys), Zoom, website, social media Town Hall Zoom meetings held with staff 7/13, parents 7/14, board 7/16- The Reopening Plan Guidelines and Procedures were also shared.</p>
<p>Seek & Apply Feedback</p>	<p>Surveys, Zoom “Townhall”, Q&A. Feedback was incorporated into final plans and documentation. We will continue to monitor, review, seek input and revise as needed to meet the needs of our students.</p>

Identify Stakeholders

Voyager has identified stakeholders and included them in the planning stages by creating a task force made up of board members, the managing director, administrators from each building (elementary, middle and high school), two teachers from each building, before and after school care representatives, the athletic director, parent representatives from each building, students, community members and health care professionals.

Examine Engagement Structures

Voyager engages these groups through monthly board meetings that are open to the public. The school also utilizes the Parent-Teacher Organization (PTO), School Improvement Team (SIT), school administrative teams, athletic Booster Club and staff meetings to engage the various stakeholders throughout the school year. Voyager utilizes the school website and blog, an automated phone call system, e-mails, weekly newsletters, social media, and in person or virtual (Zoom) meetings to share information. The school has used Google Forms as surveys and town Hall Zoom meetings to seek feedback from all parents, staff and students.

Public School Unit:

Review Internal Communication Processes & Activate Ambassadors

The Reopening Task Force (RTF) has reviewed all information and feedback from surveys and prepared the proposed remote learning plan for the reopening of school. This information was shared with the K-12 staff and administrators through an online Zoom meeting allowing for feedback and Q&A. After the staff was made aware of the plan, a Zoom Town Hall meeting was also held for the parents/school community, and the Voyager board of directors. Input from the information/Q&A sessions was incorporated into the final Remote Learning Plan and Reopening Plan Guidelines and Procedures manual. The Reopening Plan with guidelines and procedures was also developed to provide additional details on structures and expectations to staff and community under each phase of implementation and will be shared with the entire school community via the school website, social media, and email distribution lists.

Identify Key Communicators

Key communicators of information:

- Ellie Schollmeyer - Managing Director
- Building Administrators - Tony Manning, Gwen Johnson, Dr. Chuck Nolan
- Evan Menchini - Technology / Mass Email distribution, phone call messaging system, website
- PTO President - Kelli Anderson
- Booster Club President - Shelly Brown
- Social Media platform administrators - Kelli Anderson, Shelly Brown, Susan Barkley, Fabio Galoppi
- Board of Directors

Communicate HOW You Communicate

Based on community survey feedback, email is the most preferred method of communication for both parents and staff at Voyager. Voyager will continue to utilize the school wide mass communication methods of email and phone messaging system from the managing director and school administrators. Social media postings will be shared by their page admins (Kelli Anderson, Shelly Brown, Susan Barkley, Fabio Galoppi) The school website updates and blog posts will be updated by Evan Menchini. The Managing Director, Ellie Schollmeyer and the RTF will hold Zoom meetings to share information and answer questions. Ellie will share Voyager's plan with necessary local media outlets.

Seek & Apply Feedback

The Reopening Task Force was created to allow all stakeholders to have representation and voice in developing Voyager's reopening plan. The team created and sent out surveys on June 26th, soliciting feedback from staff, parents and students regarding the spring distance learning period, and thoughts on the upcoming school year. The RTF was broken into smaller teams to tackle feedback from the survey and develop the detailed components for our school's remote instructional plan. The school RTF evaluated all factors to develop the instructional strategies and systems that would best meet the needs for the entire Voyager Community. The Remote Learning Plan as well as the Reopening Plan Guidelines and Procedures will provide the staff and community with details needed to move forward with implementation. In addition to these planning documents, an FAQ "Question & Answer/ Q&A" document will be created to share information in an easily digestible format. Information regarding the school plan

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will be shared via a Zoom Townhall session to allow stakeholders to ask additional questions and provide feedback related to the plan and the final plan to be distributed to the entire Voyager community.

[Staff Survey](#)

[Parent Survey](#)

[Student Survey](#)

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.

A staff survey of professional learning needs regarding remote instruction resources was sent out and completed on July 3, 2020. The responses indicated the need for professional development on the chosen platforms. Grades K-2 will be using SeeSaw, grades 3-8 Google Classroom and grades 9-12 will use Canvas. Professional Development (PD) on SeeSaw, Google Classroom and Canvas will be offered to teachers and staff. Administrators will communicate with individual grade levels/content areas of their particular needs. Voyager will provide written/video support to assist faculty with using district identified resources, and share resources from other schools. Administration will use Zoom/Google Meet and email to communicate with teachers to ensure they are aware of professional learning opportunities in addition to regularly scheduled meetings with staff. Teachers and staff will collaborate with other members of their team or department to design distance learning experiences for students. Staff will use district curriculum and resources (ex. Google Classroom, Canvas, Google Meet, online textbooks) to communicate and deliver content. Staff will make sure parents are aware which online resources their students will access and include information on how to access the resources. Example: Schedule a Zoom for parents (that is recorded and can be used as reference) to demonstrate how to use the platform. Staff will communicate with and provide timely feedback to students and/or parents and indicate "office hours" as necessary. Staff is required to have orientation/open house for classes virtually. Instructional videos on each platform will be created and shared with staff, students, and parents.

Students will submit work through the online platforms (K-2 SeeSaw, 3-8 Google Classroom, 9-12 Canvas). Submission process should be clearly communicated. Example: written "steps" in email or other document and live/recorded zoom demonstration for parents and students. (some google classroom assignments require students to "submit" but others require students to "mark as done" even if "submitted").

Offline work: Avoid requiring printing. Most tasks must be completed on a device or uploaded as a picture. Teachers may also use packets to supplement material. Administrators/ Core Teachers will make sure parents are aware which online resources their students will access and include information on how to access the resources (video mentioned above, orientation mentioned above). We have several online resources for K-12 that we have used for several years, IXL Math and ELA, RAZ Kids, myOn that we will continue to use since families and students are familiar with them.

[Voyager Academy Remote Instruction Resources](#): then click at the bottom of the sheet to go to Online Instructional Resources

Public School Unit:

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.

Length of Instructional Day

The typical teacher work day is an 8 hour work day. There is flexibility during the remote learning environment to allow teachers and staff to balance their professional and personal needs. Instruction will be held during the regular school hours. However, teachers/staff will have the flexibility to shift 90 minutes of planning time to out of hours if needed to care for your children, complete planning, grading, and or conference with parents,

Regular School Hours

Elementary School: 7:45-2:45

Middle School: 8:15-3:15

High School 8:45-3:45

Teachers are required to work an additional 30 minutes before the school day starts and an additional 30 minutes at the end of the school day. Teachers can flexibly allocate this time to best meet the needs of students and their schedule during the remote learning environment.

- Direct Instruction -
 - HS - Whole group and small group live instruction for all courses
 - HS - office hours for support and remediation and advisory
 - MS-Whole group and small group direct live instruction for each core Reading/ELA, Social Studies, Math, Science, CoreConnections
 - MS - Direct live instruction electives, band, pe, art, spanish, technology, theatre, chorus
 - MS - office hours for support, remediation, and advisory
 - ES - K-3 Math, Reading, Literacy, Project Work. Live morning meeting sessions. Instruction will be live and recorded lessons to meet the needs of students and families.
 - ES - office hours will be provided to support students and families

- Hours in excess of direct instruction
 - Small group instruction
 - Office hours for students/parents
 - Enrichment /remediation/ MTSS
 - Grading
 - Planning
 - Collaboration
 - PBL planning
 - CFG

- Teachers should have 3 emergency lesson plans should they need to take a leave day and provide to Assistant Principals

Public School Unit:

Teacher Work Day

- Teachers should develop assignments with live and pre recorded mini lessons or video for the same amount of time per class as required during an instructional day. Teachers are not available for office hours on work days.
- Teachers should have 3 emergency lesson plans should they need to take a leave day and provide to Assistant Principals.

Administrators

- Principals and Assistant Principals would observe synchronous classes similar to in person walk- throughs and observations.
- All administrators would participate in viewing student presentations and projects at each grade level.
- Principals and Assistant Principals would provide support, coaching, feedback, and professional development opportunities for all staff as they monitor remote learning classes.

Instructional Support Personnel (e.g., Guidance Counselors, Instructional Coaches, School Social Workers, Related Service Providers, Program specialists, etc)

- School Counselors and Social Workers should resume managing regular case load and establishing small group synchronous lessons.
- Social Worker/School Counselor should develop SEL lessons to support K-12 advisory, core values, and morning meetings.
- Teachers will refer students to counselor or social worker follow-up.
- Social Worker and Counselors will reach out to families on FRL to provide support and needs.
- Curriculum Director, Testing Coordinator, AIG & ELL Director will support students and teachers to grow professionally and provide for enrichment.
- Weekly check-ins with the Principal of each building to assess needs and meet with teachers and students as needed.

Teachers

- Teachers should define the course expectations, class expectations, grading policy, and communication process.
- Teachers are expected to define the norms of remote learning and create a supportive learning community with virtual face to face interactions.
- Teachers will be responsible for ensuring accurate attendance and engagement in completion of lessons.
- Teachers need to complete assessments and grading to measure progress toward content standards. Interim progress reports will be shared with all students and parents quarterly in addition to end of quarter grades.
- Teachers are responsible for ensuring that all 504's and IEP modifications are implemented and all accommodation made.
- Teachers should publish daily office hours to support students/families with one-on-one tutoring, MTSS, intervention, and support as needed.
- EC teachers will meet with students on their caseload and provide direct instruction on goals defined in their IEP. If their service time is modified-it will be defined on the EC continuous learning plan.
- EC teachers will document all services provided.

Public School Unit:

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- EC teachers will coordinate with therapists of related service needs for students on their case loads.(speech, OT, etc.)
- Teachers will follow the regular school schedule to eliminate conflicts with students and teachers.

Classified Staff (e.g., custodians, child nutrition, Teacher Assistants, etc.)

- Teaching Assistants would follow the same synchronous schedule as the teacher. All work hours outside of synchronous instruction will be utilized to support remediation/enrichment, small groups as defined by the school administrators.
- Teaching Assistants can provide administrative support for teachers with tracking data.
- Teaching Assistants can also support counselors and social workers to facilitate nutrition needs.
- Custodians and Teaching Assistants can be utilized to complete cleaning and building maintenance.
- The school will strive to ensure all staff have meaningful work and mitigate loss of wages.

Before/Afterschool- Care Program

Voyager Academy will not be providing child care for families during the remote learning environment.

While operating at 50% capacity for daytime

- Before and After care program would resume for parents/families
- We will provide services for grades K-8
- We will operate at a 1:10 ratio. We may need help from faculty and staff to help fulfill ration requirements

Enrichments

- Most of the enrichment instructors will be able to offer online class instruction
- Cooking and tennis classes may be offered in-person, with a maximum of 10 students per class

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?

Survey: Google Form sent to all students and staff. The Technology Director and Principal of each building will collaborate to resolve technology issues on a case by case basis to ensure that students have the equipment and access needed for success. Funding is available to help families with financial issues.

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?

Public School Unit:

Voyager staff members will be evaluating opportunities for community partnerships to support our school community. The task force committee composed a letter to be sent to community partners requesting various types of sponsorships to support the child care, nutrition, and mental health needs of our students and their families.

[Community Engagement Letter](#)

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

Administrators, teachers and staff will schedule virtual PLCs to develop lessons and collaborate with other members of their team or department to design distance learning experiences for your students. Staff scheduled PLC meetings will be on the days that all students have remote learning. Staff can use Zoom, Google Meet or Microsoft Teams as the platform for PLC meetings. Teachers will conduct PLCs virtually when off campus and will Social Distancing Face to Face PLCs on campus when not restricted by executive order or CDC guidelines. Admin leads a PLC at least once a month with teachers/staff. Staff/teachers will take meeting notes of PLC in Google docs and share with Administration.

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?

Voyager students and staff created instructional videos for all of the platforms that will be utilized by each of the schools during the remote learning environment to provide assistance and support for our students and their families. Teachers will also offer group and individual instruction on how to access resources, collaborate online, and upload assignments for students and their families to ensure that all have access.

[Instructional Video for High School Students \(Grades 9-12\)](#)

https://youtu.be/z_8l650fkZg

[Instructional Video for High School Parents \(Grades 9-12\)](#)

<https://youtu.be/qayCqjxUof8>

[Google Classroom Instructional Video \(Grades 3-8\)](#)

<https://youtu.be/T5M5UR2TMvg>

[SeeSaw Instructional Video \(Grades K-2\) \(English\)](#)

https://youtu.be/T2WxW_4RaKw

[SeeSaw Instructional Video \(Grades K-2\) \(Spanish\)](#)

<https://youtu.be/dFYWisDAejM>

Public School Unit:

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.

Remote Learning Component #8

Teachers will need to communicate learning targets to students on each remote instructional day and ensure that lesson design provides instructional time, practice time, and application components to demonstrate; and including a process for monitoring the quality of remote instructional materials.

Learning Targets/Communication:

Teachers in grades K-12 will post a daily schedule at least 30 minutes before students are expected to log into the system. This schedule will include daily learning goals based upon the North Carolina Standard Course of Study. (Goals should be listed as I can statements for K-3 students)

- K-2 teachers will post the daily schedule/learning goals through SeeSaw
- 3-8 teachers will post the daily schedule/learning goals through Google Classroom
- 9-12 teachers will post the daily schedule/learning goals through Canvas
- Learning goals/targets will be written in student/family friendly language
- The teacher will orally discuss the daily learning goals at the beginning of each lesson
- The teacher will orally review the daily learning goals at the conclusion of each lesson
- Throughout the lesson, the teacher will informally assess the students for understanding

Within the daily schedule, teachers will list the approximate time required for each section of the lesson.

- Live Instructional Time
- Student Practice/Demonstration/Application Time

Instruction/Lesson Plans:

- Lesson plans will be developed based upon North Carolina grade level standards
- Learning goals will be clearly defined within the lesson plan
- The teacher will select appropriate resources to motivate and support student learning
- Ensure students are taught how to utilize all resources
- Students must be taught how to submit assignments
- Students must understand how and when they can contact their teacher (office hours for teaching staff)
- Students must be taught how to utilize the various platforms mentioned above
 - in person (if at school)
 - via video (if learning from home)
- Create lessons to support all learners (IEPs, 504 AIG, ELL)
- Utilize a variety of learning strategies within the units of instruction
- Identify the most effective instructional delivery method for the lesson (teacher-led, self-paced, choice boards, project based learning, paper/pencil learning)
- Lesson plans are submitted to school principals each week

Public School Unit:

Monitoring/Assessment:

Monitoring the quality of remote instructional materials will be conducted via:

- Teachers will begin a lesson by quickly determining what students already know about the topic and/or review prior learning to build upon
- Teacher input (from periodic surveys created by building principals) will give us data to determine the effectiveness of the resources used
- Teachers will monitor student understanding throughout the lessons
- Review of student assessments: If the students are able to master the stated objectives, then it would appear the resources were helpful
- Student/teacher conversations: Teachers could have periodic class meetings or individual student/family conferences to determine what resources are helpful and what resources do not appear to be helpful. The class meetings should be held, at a minimum, once during every unit/topic of instruction.
- Conduct student/ parent/guardian survey or phone conference check-ins to obtain feedback on whether the remote learning program is meeting student / family needs.

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.

The learning plan includes all core curriculum to be delivered in person, remotely and digitally when appropriate. All curriculum materials include proper, standard, and accepted measurements for progress, mastery and proficiency. These will include teacher generated tests, unit tests, diagnostics which may include Iready, IXL and the NCDPI provided "Welcome Back" Resources such as SchoolNet, Math Sets and Passport for Learning. Assignments, deadlines, and assessment windows will be published at the beginning of each term and updated weekly for clear and consistent communication and weekly parent/student check-ins will be available through teachers' office hours and via accepted contact mediums including email, Google Classroom, or Zoom. All lessons, practice, projects, and assessments will be aligned with grade level standards according to the NCSCoS and include appropriate accommodations and modifications for students with an IEP, 504, or ELL plan.

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.

Public School Unit:

Students with disabilities and/or 504 plans have the same access to learning platforms as their non-disabled peers through Google Classroom(elementary/middle school) or Canvas for the high school. In addition to access to the general education curriculum, students with an Individual Education Plan (IEP's) receive direct instruction from a certified special educator, paraprofessional or therapist (occupational or speech/language) as stated on the student's IEP. Student IEP goals are consistently addressed throughout the remote learning day. Services delivered remotely may vary to include live teaching at a scheduled daily academic class time through Google Meet or a consultative model where students work on general education assignments with modifications and support through email access or a "office hours" log in time with a special educator/therapist for support. Co-teaching and co-planning collaboration is ongoing between special education teachers and general education teachers in a remote learning day. Special education teachers track general and special education assignments, track student work completion and progress, and monitor goals stated on the IEP. Progress on goal acquisition is reported to parents at the frequency rate stated on the student's individual IEP. General education teachers receive a shared secure document stating a students modifications and accommodations through their IEP or 504 plans in order to implement them through remote learning assignments. Both IEP and 504 plans are updated annually and follow up emails are sent to teachers with any changes following any amendments or initial enrollments into either program.

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 responsibilities are shared by students, parents/guardians, and the school staff.

Student Responsibilities:

- Attend all class sessions and complete all assignments
- Maintain regular contact with teachers and school staff
- School staff will work with students who do not have internet access to ensure they have materials needed to complete assignments

Parent/Guardian Responsibilities:

- Encourage and require your child to participate in daily class sessions and activities
- Communicate with your child's teacher if they are unable to participate in any learning activities that day
- Inform the school if something is occurring that is preventing your child from attending school regularly
- Work cooperatively with school personnel to solve any attendance problems that may arise

Teacher Responsibilities:

- Take accurate daily attendance and maintain accurate attendance records for each class
- Communicate work policies to students
- Report attendance concerns that may arise to the attendance team for follow up with families

Public School Unit:

Proposed Attendance Procedure:

1. Teachers are required to input daily attendance into PowerSchool for students.
 - a. A student is considered **Present** for daily attendance during a remote learning day:
 - If a student completes their daily assignments, either online or offline; and/or
 - If a student has a daily check-in, a two-way communication, with the appropriate teacher(s):
 - In grades K-5 homeroom teacher
 - In all other grade levels, each course teacher as scheduled
 - b. If a student is unable to participate in any learning activities that day, a parent/guardian should inform their child's teacher in order for the absence to be excused
2. If a student is considered absent for several (2-3) days without any contact from the parent/guardian, the teacher will make attempts to contact the student and/or the parent/guardian
3. If the teacher's attempts are unsuccessful, the teacher will alert the attendance team. The attendance team will consist of administrators, the school counselor, and the school social worker.
4. Someone from the attendance team will attempt to contact the student and/or the parent/guardian

Voyager Academy understands that all family situations are different. We are sensitive to the needs of our families and will address attendance concerns based on each family's unique situation.

Communication of Procedure:

Administrators will explain the attendance procedure and grading parameters in detail in their initial newsletter and any other pertinent documents sent to parents/guardians. Teachers will include this information in their class syllabus and on their website, as well as ensuring it is reviewed thoroughly at the beginning of the school year. The attendance team will reference these documents when speaking with the student and/or parents/guardians. This information should also be available on Voyager Academy's main 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?

Primary Contact for Technology Assistance:

The primary contact will be Evan Menchini, who is the Technology Director for Voyager Academy. Technology teachers from the middle and high school are also available to assist.

Teachers will be available to support students and their families on remote learning days that are not used as teacher work days. The communication modalities that will be utilized are outlined below.

Teachers will use a variety of communication modalities including:

- Email

Public School Unit:

- Chat rooms
- Telephone
- Text messaging
- Google Voice
- Google Meet
- Zoom
- Skype
- Seesaw

Communication Protocols:

- Teachers will establish “office hours” in which they are available to students, parents/guardians, and staff. During these office hours, teachers will make/return phone calls, emails, chat with students online, assist with academic difficulties, etc.
- Emails will be responded to within twenty-four hours during the school week
- Teachers must provide a telephone number where they can be reached during office hours. If teachers are uncomfortable providing students with their personal telephone number, Google Voice is an available free option.

Communication of Procedure:

Teachers will include this information in their class syllabus and on their website. It will be reviewed thoroughly at the beginning of the school year and sent to parents/guardians with other pertinent documents.

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

The teacher is the first point of contact as in the classroom just to ensure it isn't a basic problem like the student is on the wrong app. Students and teachers can email IT support personnel directly and IT support personnel will work to resolve all technical issues. IT support personnel have remote access to student and teacher machines for remote support. Chrome Remote Desktop allows support staff to access computers that are not owned by the school that students or teachers may be using for remote learning. This supports our BYOD program in grades 7-12.

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

Our ELL Tutor will remain responsible for our ELL students' success. Early in the year, we will continue to ensure all possible LEP students are given the fall ACCEES/WIDA to identify those language learners. Paperwork can be done remotely or in person should it be required and allowable. Each student's LIEP will be updated to reflect how services and supports will be provided during remote learning days (as many as needed). The ELL Tutor will be part of the service delivery as well as the remote learning planning committee to ensure the needs of the

Public School Unit:

students and staff are intentionally included in the RLP. Students who need ELL support will have access to the ELL Tutor and they will also have access to additional tools (digital and hard copy dictionaries) to support their learning needs. Appropriate modifications and accommodations will be given. LIEP plans will be adjusted to include and accommodate potential remote learning days and additional conferences and “check ins” with the parents and students will be required to assess academic growth and progress towards mastery.

b. Academically and/or Intellectually Gifted learners

Our school will continue to meet the needs of Gifted students through their DEPs and will update all DEP’s as they become eligible for review, re-evaluation and during progress meetings or conferences to reflect any appropriate changes to their service delivery on remote learning days. Our school has specific AIG components built into the delivery model through differentiation and projects that lend themselves to challenging material and accelerating the learner. Teachers will provide extensions to their lessons for our Gifted students through a variety of webquests and other remote projects and activities. The school will reach out to DUKE TIP for extended support, as well as academic clubs (Science Olympiad, etc) to enrich their experiences.

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

First, we will ensure that students are properly identified as McKinney-Vento. Our school social worker will educate school staff on the eligibility criteria and ask that they refer any student that could possibly fit this criteria. Information regarding McKinney-Vento services will be posted on the main VA website and on the school social worker’s website. VA will provide students identified as McKinney-Vento with the necessary technology to ensure that they are successful. Students in need of computers will receive chromebooks and VA will work with parents regarding internet connection. VA is willing to provide a hotspot or assist with the payment of a family’s monthly internet bill. Those students who are unable to connect to the internet will be provided with paper copies of all material. If public libraries and/or the local YMCA reopens, the school social worker will link families with these resources. VA is willing to pay the fee for students to attend the local YMCA. Tutoring opportunities will be offered if possible. The school social worker and school counselors will maintain regular contact with these families regarding community resources. VA will provide food gift cards on a regular basis to address food insecurities, as well as connecting families with local resources.

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?

A survey was sent out through email regarding access to the internet and to determine the need for devices at home. Families in need of support are directed to reach out to their building level principal. The principals will coordinate with our IT support team for equipment and internet access as needed.

Limitations that are still under investigation::

1. Family Access (

- In addition to survey, we need to continuously review changing needs
- We will potentially have about 100 loaners in the sixth grade carts that could be used

Public School Unit:

- for families needing devices.
 - How many laptops and tablets (ES) are available to be loaned to families?
 - Maintaining accurate inventory and records throughout the process
2. Staff technology. Needs (e.g. HS staff laptops did not have cameras):
 - Will we be able to get cameras or new laptops for remote learning in time?
 - New computer order was placed during the summer and we are awaiting delivery
 3. Assistance for families without internet access:
 - Will schools provide pre-paid cards or wi-fi hotspots for families in need of internet access?
 - Can families park in the school lot to access the WIFI
 - Could the 2 new activity buses be connected with WIFI and set up in the community for access?
 4. Childcare:
 - How will our school provide child care or make community connections to child care if needed during remote learning?
 5. Nutrition (Free/Reduced lunches)
 - How will free/reduced lunch be handled while students are remote?
 - If we are back at school, will there be hot lunch?
 6. Staff PD:
 - Ensure staff have PD to meet their needs to feel confident with remote instruction
 - Some staff could provide PD to colleagues in need of assistance or refreshers
 7. Student mental health and wellness
 - School Social Worker and Counselor will connect families with community social services to provide additional support
 - School will need to maintain updated listing of all resources

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.

Distance Learning Plan Optional Component: Providing students and parents/families with remote learning strategies and behaviors to support success

Voyager Academy is committed to maintaining continuity of learning by defining student/staff expectations for remote instruction and ensuring academic excellence and social and emotional well-being. Our job is to help each student become a successful, independent learner. The strategies listed below are intended to provide student/family support as we seek to provide quality learning opportunities for all students.

Public School Unit:

Student Roles and Responsibilities:

- Establish a daily routine to be prepared for the learning experience (wake-up, dressed, begin instruction, lunch break, etc.).
- Identify a good working space, at home, where you can work effectively
- Identify a good space, free from distractions, where you can participate in live instruction.
- Daily monitor online platforms (SeeSaw for K-2; Google Classroom for 3-8; Canvas for 9-12)
- Engage in all learning with academic honesty and best effort
- Be proactive with teacher communication if you cannot meet deadlines or if you require additional support
- Know who and how to contact if you have a question related to your class assignment (classroom teacher, EC teacher, paraprofessional or therapist, during office hours)
- Know who and how to contact if you have a technology related issue (IT director)
- Understand how to submit a help desk request (if needed)
- Know who and how to contact if you have a personal, or social-emotional concern (counselor/paraprofessional/therapist)
- Comply with Voyager's Internet Safety policy, including expectations for online etiquette
 - Be prepared to listen and learn by having all needed materials and being on time
 - Preview the material (if possible)
 - Make sure computer is charged
 - Join virtual meetings with video on and microphone off
 - Take turns to comment during virtual lessons
 - Model Kindness (with words, facial expressions and written words)
 - Ask questions in the chat on cue
 - Encourage other classmates to participate
 - Avoid multitasking
 - Respect property, by taking care of school owned equipment
 - Take pride in completing all assignments and submitting them on time

Parent Roles and Responsibilities:

- Establish routines and expectations for your child (sample schedules may be provided)
- Help your child set up an appropriate space to study and learn
- Monitor communications from your child's teacher
- Know the office hours for your child's teacher
- Check in with your child at the beginning and end of each day and if possible, monitor their progress throughout the day
- Encourage times for physical activity and for quiet reflection
- Monitor how much time your child is spending online with academic learning
- Make sure you understand the platform your child is using to submit assignments
- Make sure you understand your child's daily schedule
- Ensure you understand how to contact your child's teacher/principal/counselor/paraprofessional/therapist
- Provide feedback to teachers/principals as needed

Public School Unit:

- Encourage your child to give their best and to complete all assignments
- Be mindful of your child's stress or anxiety level
- Provide PTO leaders with helpful hints and suggestions they may be able to share with other parents, as we all work together
- Check Powerschool and/or Canvas weekly to review students' grades and attendance (grades 4-12)

Public School Unit:

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

Transition To Kindergarten Fall 2020
from the Kindergarten Team
(Thank you Angela Scarantino!)

	Hybrid Model	All Remote Instruction
Process	<ul style="list-style-type: none"> ● Students would be transitioned and kindergarten assessments would be based on their scheduled attendance days/times per usual, we would just need to extend the days/times for assessments. ● Those attending on virtual days would be meeting via zoom with teachers to learn the procedures and processes for online learning. 	<ul style="list-style-type: none"> ● Students would be virtually met with individually to do assessments and learn about their new school and expectations. ● Teachers will schedule meetings via zoom in both whole and large groups as well as individually but will also send packets home for parents to work with them daily.
Challenges	<ul style="list-style-type: none"> ● Being ready by August 6th. It will be difficult to change so much with only the allotted work days as set out now. There is a lot of team as well as individual class planning that would need to be done to figure this out once we hear the school's decision. ● Never having met/made school connections for students they are likely to be more shy than usual and harder to engage ● The first 6 weeks of school for K are all about teaching normal school routines so it will be hard to factor in the hybrid addition. ● Implementing all the needed safety requirements and ensuring such young students follow them ● Time: Teachers will need to be doing 2 things at once, in person and providing at home so not sure how we divide and conquer that. 	<ul style="list-style-type: none"> ● Being ready by August 6th. It will be difficult to change so much with only the allotted work days as set out now. There is a lot of team as well as individual class planning that would need to be done to figure this out once we hear the school's decision. ● Never having met/made school connections for students they are likely to be more shy than usual and harder to engage ● Acclimation of Students Virtually: The first 6 weeks of school for K are all about teaching normal school routines (walking in halls, morning meetings, etc). Having never started these students who have never been to school or met us will be more difficult than the older grades who did virtual in the spring. ● Team Planning Time: Keeping students aligned and on same pace will require frequent team planning time. How will that look full day without the breaks of

Public School Unit:

		specials which is when we usually do it?
Needs	<ul style="list-style-type: none"> • More built in planning time for team and individual teachers. • Above and beyond facilities assistance (cleaning throughout day of class bathrooms and sinks) • Strong parent access and communication regularly. Parents will have to do A LOT of facilitating since our students cannot read and/or operate technology independently just yet. • Technology (Ipads) and internet connection for all students. • PPE, cleaning and other materials as needed to meet standards of our school policies for safe return. • Additional individual storage for student materials since shared supplies will no longer be used. • Technology brought to school for students to access individually if no shared supplies/stations materials. • Paper and printing increase due to making of packets and take home copies of books for students to use on off days. • Materials for making individual math, writing or other learning kits (whiteboard, markers, manipulatives, etc.) • A shortened day: Without all of the usual breaks of specials, recesses, choice center time with peers, it will be very hard to keep these young students engaged. A shorter day for K students with the remaining time for teachers to plan and meet would be extremely helpful. 	<ul style="list-style-type: none"> • More built in planning time for team and individual teachers. • Strong parent access and communication regularly. Parents will have to do A LOT of facilitating since our students cannot read and/or operate technology independently just yet. • Technology (Ipads) and internet connection for all students. • Paper and printing increase due to making of packets and take home copies of books for students to use on off days. • Materials for making individual math, writing or other learning kits (whiteboard, markers, manipulatives, etc.) • A shortened day: Without all of the usual breaks of specials, recesses, choice center time with peers, it will be very hard to keep these young students engaged. A shorter day for K students with the remaining time for teachers to plan and meet would be extremely helpful.

Career and College Promise (CCP)

CCP is the name given to NC's *dual enrollment* program, in which students enroll in community college courses while in high school. The only impact on VAHS students would be those restrictions/policies of [Durham Technical Community College \(DTCC\)](#). Fall registration took place during the Spring and early summer. As of now, DTCC services and courses are being done online only.

Public School Unit:

From the website (<http://durhamtech.edu>):

Alert: Durham Tech classes and support services are currently offered online, due to Coronavirus (COVID-19). Effective **June 1**, the College will expand access to some campus locations for urgent instruction or student services by approval only. Campuses will not be open to walk-in students or visitors.

Students enrolled in the dual enrollment program at Durham Tech will continue to participate online.

Public School Unit: