

Important!

Please review the response summary below **BEFORE** selecting the forward arrow at the bottom of this page.

If you need to make changes to the survey, use the back arrow at the bottom to move back through the survey.

It is also recommended that you print a copy of your responses to keep by clicking the 'Print a PDF' Button.

When you click the forward arrow button your responses will be submitted to DPI.

Below is a summary of your responses

[Download PDF](#)

Q1.

As required by SL 2021-130, PSUs who offer planned remote instruction days are required to submit a remote instruction plan to the NCDPI. Remote instruction plans are to be submitted through the completion of this survey.

Only one plan should be submitted per PSU.

SESSION LAW 2021-130 / SENATE BILL 654 AN ACT TO PROVIDE RELIEF TO PUBLIC SCHOOLS IN RESPONSE TO THE CORONAVIRUS DISEASE 2019 (COVID-19) PANDEMIC.

PART III. PUBLIC SCHOOL UNIT CALENDARS FOR THE 2021-2022 SCHOOL YEAR

See the [FULL TEXT of Session Law 2021-130](#).

Q2. Enter the following information for the person submitting the Remote Instruction Plan.

First Name

Ellie

Last Name

Schollmeyer

Work Email Address

eschollmeyer@voyageracademy.net

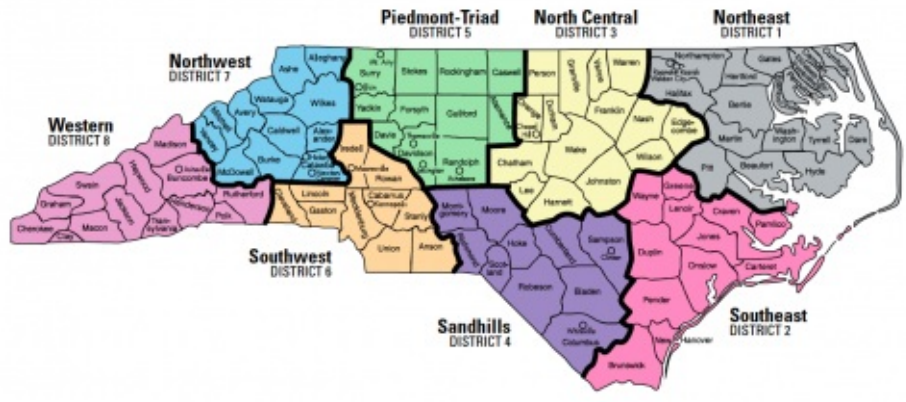
Work Phone Number

919-433-3301

Title/Role

Managing Director

Q3. Select your SBE Region and PSU/District.



SBE Region

PSU/District

Q4. Does your PSU wish to utilize remote instruction days pursuant to SL 2021-130 in the 2021-22 school year?

- Yes
- No

Q5. § 115C-84.3. Remote instruction (d)

(1) Identification of the resources that will be used to facilitate remote instruction.

Q6.

Select the virtual conferencing platform(s) that will be used to facilitate remote instruction. Select all that apply for any grade level. You will indicate grade levels for each selection in the next survey item.

- Canvas Conferences
- Google Meet
- GoToMeeting
- Microsoft Teams
- Skype
- WebEx
- Zoom
- None
- Other (specify)

SeeSaw Google Classroom

Q7. Indicate grade levels for each virtual conferencing platform selection.

	Grade Levels					
	PK	K-2	3-5	6-8	9-13	XG
Zoom	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SeeSaw Google Classroom	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q8. Which learning management system(s) (LMS) will your PSU provide to facilitate remote instruction? Select all that apply for any grade levels. You will indicate grade levels for each selection in the next survey item.

- Apple Classroom
 - Blackboard
 - Canvas**
 - Classworks
 - Edmentum
 - Edmodo
 - Google Classroom**
 - Haiku
 - Microsoft Teams
 - Moodle
 - Powerschool Learning
 - Schoology
 - SeeSaw**
 - None
 - Other (please specify)
-

Q9. Indicate grade levels for each learning management system (LMS) selection.

	Grade Levels					
	PK	K-2	3-5	6-8	9-13	XG

	Grade Levels					
	PK	K-2	3-5	6-8	9-13	XG
Canvas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Google Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SeeSaw	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q10. Other than the learning management system(s) and virtual conferencing platform(s) identified in previous survey items, select all online resources that your PSU plans to utilize for remote instruction.

- | | | |
|--|---|---|
| <input type="checkbox"/> ABC Mouse | <input type="checkbox"/> EPIC Academy | <input type="checkbox"/> Newsela |
| <input type="checkbox"/> Achieve3000 | <input type="checkbox"/> Fastbridge | <input type="checkbox"/> NWEA MAP |
| <input type="checkbox"/> Accelerated Reader | <input type="checkbox"/> Flocabulary | <input type="checkbox"/> PBS NC Learning Media |
| <input type="checkbox"/> AimsWeb Plus | <input type="checkbox"/> Freckle | <input checked="" type="checkbox"/> Peardeck |
| <input type="checkbox"/> American Book Company | <input type="checkbox"/> Geogebra | <input type="checkbox"/> PebbleGo |
| <input type="checkbox"/> ApexLearning | <input type="checkbox"/> #GoOpenNC | <input type="checkbox"/> Prodigy |
| <input type="checkbox"/> Bozeman Science | <input type="checkbox"/> Imagine Language | <input type="checkbox"/> RAZ Kids |
| <input type="checkbox"/> BrainPop | <input type="checkbox"/> Imagine Literacy | <input type="checkbox"/> Reading A-Z |
| <input type="checkbox"/> CK-12 | <input type="checkbox"/> Imagine Math | <input type="checkbox"/> Renaissance STAR Reading |
| <input type="checkbox"/> Classworks | <input type="checkbox"/> iReady | <input type="checkbox"/> Renaissance STAR Math |

Classworks

i-Ready

Renaissance STAR Math

Commonlit

IStation

Renaissance Learning / STAR

Desmos

iXL

SeeSaw

Discovery Education Streaming

Khan Academy

Schoolnet

Discovery Education Techbooks

Learning.com

Streamable Learning

DreamBox (Math)

LetterLand

SuccessMaker Reading

EverFi

Lexia Learning

SuccessMaker Math

Edgenuity

mClass

SuccessMaker Reading

Edmentum Courseware

Mastery Connect

Ted Ed

Edmentum Exact Path

Math Seeds

Tools 4 NC Teachers

Edmentum Study Island

MobyMax

Unique Learning System

Edmentum EdOptions Academy

NCWiseOwl

Other (please specify)

Edmentum Reading Eggs

Nearpod

Other (please specify)

Edmentum Calvert Learning (PBL)

News2You

Other (please specify)

Edmentum Base Education (SEL)

Q11.

Select all offline resources your PSU plans to utilize for remote instruction.

Accessing Math Concepts

Foundations

Second Step

Adopted textbook resources

Geodes

SPIRE Reading

Apex

LetterLand Student Resources

Teacher Created Content

Bridges Math

Leveled Readers

Think Up Math printables

CENGAGE workbooks

My Math

Schoolnet printed

District designed learning packets

NCDPI AIG advanced learning labs (printables)

Wit & Wisdom

Edmentum
Printables

Pearson Perspectives

Other (please
specify)

Delta Math IXL Myon

Eureka Math N
Synch

Ready Math

Other (please
specify)

Fountas Pinelli leveled literacy
resources

Ready Toolbox

Other (please
specify)

Freckle
printables

Q12.

§ 115C-84.3. Remote instruction (d)

(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.

Q13. How will your PSU communicate remote instruction plans to staff? Select all that apply.

	Administrators	Teachers	Instructional Support Staff
Automated call to staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Newsletters	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Staff intranet/website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff meetings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			

Q14. How will your PSU communicate remote instruction plans to families? Select all that

apply.

	Parents/Guardians	Students
Automated call to families	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Handbook	<input type="checkbox"/>	<input type="checkbox"/>
Individual phone calls	<input type="checkbox"/>	<input type="checkbox"/>
In-person instruction	<input type="checkbox"/>	<input type="checkbox"/>
Learning management system (LMS) communication	<input type="checkbox"/>	<input type="checkbox"/>
Meetings	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Newsletters	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Parent portal	<input type="checkbox"/>	<input type="checkbox"/>
Social media posts	<input type="checkbox"/>	<input type="checkbox"/>
Text messaging service	<input type="checkbox"/>	<input type="checkbox"/>
Website	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (specify)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Zoom"/>		

Q15. How will training, related to effective remote instruction practices, be provided to staff?
Select all that apply.

	Administrators	Teachers	Instructional Support Staff
Asynchronous self-paced training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hybrid training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-person training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Staff intranet/website	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Synchronous virtual training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virtual staff meetings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			

Q16. How will your PSU provide training to families on how to access and effectively use

Q16. How will you provide training to families on how to access and effectively use remote instruction resources? Select all that apply.

	Parents/Guardians	Students
In-person meeting	<input type="checkbox"/>	<input type="checkbox"/>
Instructional videos	<input type="checkbox"/>	<input type="checkbox"/>
Lessons delivered through learning management system (LMS)	<input type="checkbox"/>	<input type="checkbox"/>
Practice during in-person instruction	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tutorials/guides	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virtual meetings	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (specify)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="emails, newsletters"/>		

Q17. Provide any additional information on how you will provide communication with and training opportunities for teachers, admin, instructional support, parents, and students on how to access and effectively use remote instructional resources including regular opportunities for students to use those resources during nonremote instructional days to ensure student success during remote instruction (Optional - No more than 500 characters.)

We are planning to use resources that were used last year during remote instruction. Students and families will receive refresher information and resources to navigate the resources. Students will have opportunities to practice in class in advance to ensure they can navigate the resources.

Characters remaining: 208

Q18. § 115C-84.3. Remote instruction (d)

(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.

Q19. Select your PSU's protocols for determining attendance during remote instruction. Select all that apply.

Checking-in via two-way communication with appropriate teacher(s)

Completing/submitting assignments offline

Completing/submitting assignments online

Joining synchronous virtual class

Signing-in via a digital attendance collection form

Other

(specify)

Q20.

How many days do students have to turn in assignments after remote instruction days in order to be counted as present on the remote instructional day(s)?

	PK	K-2	3-5	6-8	9-13	XG
1 Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Days	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-10 Days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q21. What is your PSU's process for validating attendance data monthly? Select all that apply.

- District level validation
- School level validation**
- Other
(specify)

Q22. How will remote instruction attendance protocols be communicated to families before remote instruction begins? Select all that apply.

	Parents/Guardians	Students
Automated calls	<input type="checkbox"/>	<input type="checkbox"/>
Flyers sent home	<input type="checkbox"/>	<input type="checkbox"/>
Meetings (e.g., open house, parent/guardian meetings)	<input type="checkbox"/>	<input type="checkbox"/>
Social media posts	<input type="checkbox"/>	<input type="checkbox"/>
Student handbooks	<input type="checkbox"/>	<input type="checkbox"/>
Text messaging system	<input type="checkbox"/>	<input type="checkbox"/>

Websites (e.g., teacher, school, district/PSU)

Parents/Guardians

Students

Other (specify)

Email, Newsletter

Q23. Reporting system to be used for tracking and reporting attendance during virtual instruction.

PowerSchool

Other (specify)

Q24. Who will be responsible for entering attendance data into for off-site students?

Data managers

Office personnel

Teachers

Other (please explain)

Q25. § 115C-84.3. Remote instruction (d)

(4) Establishment of staff roles and expectations for remote instruction days, including teacher workdays, teacher accessibility, and noncertified staff workdays and responsibilities.

Q26. What are the roles and responsibilities of teachers during remote instruction? Select all that apply.

Complete administrative tasks as assigned by school administration

Complete administrative tasks (e.g., attendance, feedback, communication)

Host live synchronous classes via video conference

Host small group support sessions via live video conferences

Monitor and respond to students' questions via email

Monitor and respond to students' questions via learning management system

Other (explain)

These roles apply when the entire class, grade, or school are quarantined and are not for individual absences or quarantine situations

absence or quarantine situations.

Q27. What are the roles and responsibilities of noncertified staff during remote instruction?

- Attend and assist with live video class sessions with assigned teachers**
- Complete administrative tasks as assigned by assigned teachers**
- Complete administrative tasks as assigned by school administration**
- Host small group support sessions via live video conferences**
- Monitor and respond to students' questions via email**
- Monitor and respond to students' questions via learning management system**
- Other (explain)**

These roles apply when the entire class, grade, or school are quarantined and are not for individual absences or quarantine situations.

Other (explain)

Other (explain)

Q28. What will be the requirements for teacher accessibility in a remote instruction environment? Select all that apply.

	During a certain time span of working hours	During all working hours	Outside of working hours
Teachers must be available and respond via email	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teachers must be available and respond via learning management system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teachers must be available and respond via phone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teachers must hold office hours via video conferencing platforms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (explain)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q29. Provide any additional details on how the PSU will establish staff roles and expectations for remote instruction days, including teacher workdays, teacher accessibility, and noncertified staff workdays and

instruction days, including teacher workdays, teacher accessibility, and noncertified staff workdays and responsibilities. (Optional - No more than 500 characters.)

Q30. § 115C-84.3. Remote instruction (d)

(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.

Q31. What methods does your PSU plan to have in place to ensure that learning targets support the standard course of study during remote learning days? Select all that apply.

- Clearly define and post the learning target and/or expected outcome**
- Consider appropriate instructional models based on the learning target/desired outcome**
- Pre-assess student knowledge of the learning target**
- Select appropriate grade-level materials, resources, and/or platform to support the learning target**
- Other (explain)

Q32. How will you communicate learning targets to students on remote learning days? Select all that apply.

- Designing learning targets in student-friendly language “I can...” and “I know...” statements**
- Designing learning targets to reflect learning goals**
- Discussing with students at the beginning of the lesson**
- Informally assessing to monitor student understanding**
- Posting daily for students to see
- Reviewing with students at the end of the lesson**
- Other (explain)

Q33. How does your PSU plan to ensure that teachers to provide effective, timely feedback to students

to ensure continued student learning growth on the standard course of study during remote instruction?*

Administration will continue to monitor classes and teachers remotely and observe through virtual walkthrough and classroom observations.

Q34. How does your PSU plan to ensure that teachers address and improve instruction on remote learning days based on feedback from students, parents, and guardians?*

We will continue to use proven instructional strategies to measure and monitor student growth. Data from assessments will be analyzed to plan future instruction using data informed strategies. Teachers will review feedback from students and parents and guardians to continuously improve to meet student needs.

Q35. § 115C-84.3. Remote instruction (d)

(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.

Q36. How will your PSU provide remote instruction options for students with limited connectivity? Select all that apply.

- PBS North Carolina At-Home Learning
- PSU will partner with SLNC Adapts grant awardees
- PSU will provide hotspots with data plans for those who lack connectivity
- PSU will provide LTE-enabled devices with data plans for those who lack connectivity
- PSU will provide wifi-enabled buses in the community
- PSU will provide a map of community wifi locations
- PSU will provide paper based/no-tech options
- Satellite internet
- Televised programming: district-created content
- Televised programming: other
- Whitespace
- Other (explain)**

Hot spots will be provided to economically disadvantaged families with low connectivity for extended remote learning requirements.

Q37. How will your PSU provide remote instruction options for teachers with limited connectivity? Select all that apply.

- PSU will allow staff to work on campus, if possible, for virtual instruction**
- PSU will provide a map of community wifi locations
- PSU will provide hotspots with data plans for those who lack connectivity
- PSU will provide LTE-enabled devices with data plans for those who lack connectivity
- PSU will provide wifi-enabled buses in the community
- Other (explain)

- Other (explain)

Q38. § 115C-84.3. Remote instruction (d)

(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.

Q39. What provisions are provided for students with IEP or 504 plans as defined in G.S. 115C-106.3, or section 504 (29 U.S.C. § 794) plan? How will the PSU ensure that remote instruction supports are 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? Select all that apply.

- All materials for virtual instruction are vetted/developed to meet accessibility standards.**
- EC and 504 students are offered individual homework assistance time via video conferencing.**
- EC teachers attend synchronous video conferences with students' regular education teachers and support students with IEP and 504 as needed for virtual instruction.**
- EC teachers co-teach with regular education teachers on video conferencing lessons.**
- EC teachers plan virtual instruction lessons with regular education teachers to ensure the needs of students with IEP and 504 are met.**
- Small group support sessions with EC teachers and EC support staff are offered to all IEP and 504 students via video conferencing platform.**
- Students are provided accommodations and/or modifications during virtual instruction in**

- Students are provided accommodations and/or modifications during virtual instruction in accordance with their IEP/504.
- Students are provided with adapted educational materials and/or assistive technologies in accordance with their IEP/504.
- Students are provided with individual virtual coaching and support by regular education teachers or EC support staff.
- Other
(explain)

Q40. Provide additional information related to how your PSU will help serve students with disabilities during remote instruction. (Optional - No more than 500 characters.)

Speech and Occupational therapy services are delivered virtually in individual zoom sessions. OT may make and send home a "Take Home Kit" with supplies and materials to perform occupational therapy activities with the therapist during a zoom session.

Characters remaining: 248

Q41. PART III. PUBLIC SCHOOL UNIT CALENDARS FOR THE 2021-2022 SCHOOL YEAR SECTION 3.(a) Part 2 of Article 8 of Chapter 115C of the General Statutes is amended by adding a new section to read:

§ 115C-84.3. Remote instruction (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. Public School Units will be asked to provide this information to DPI in order to compile this report each fall.

Q42. What is the total number of remote instruction days or hours used by your public school unit in the 2020-2021 school year?

178 days - 1,157 hours

Q43. Describe the strengths of your Public School Unit's remote instruction from the 2020-21 school year.

Voyager responded to the needs of students and families and was extremely flexible during the challenges of 2020-2021. Our students continued to show academic progress and growth even with the uncertainty and challenge of remote learning. Our families were very supportive and the entire community pulled

together to do the best they could under the circumstances.

Q44. Describe the challenges faced by your Public School Unit during remote instruction from the 2020-21 school year.

Students were not always present during the zoom lessons and cameras were turned off frequently which was challenging to make connections and provide student support.

Q45. Provide any additional information you would like to share with the NCDPI regarding the PSU's remote instruction plan. (Optional - No more than 1000 characters.)

Q46. Acknowledgement

- As the PSU representative, I acknowledge the requirements of remote instruction per SL 2021-130 and submit the information in this form as the PSU's 2021-22 Remote Instruction Plan.**

