

NCASA Webinar on May 1

13 Component of Remote Learning Plan due by July 20, 2020

[May 21 State BOE Doc defining Remote Learning Plan](#)

Expect a DPI template; no DPI feedback on plan required

DPI Docs about Remote Learning:

<https://drive.google.com/file/d/1nCvZ5dJ--giKIYhbOnAnS9U8RljFL4ce/view> (Survey Results)

<https://drive.google.com/file/d/13gFjkeYm9ic4Mw2JqPYWtpX9a4klfd0-/view>

<https://drive.google.com/file/d/1PYROLSXiufkmilm2jPKWp4kvvUjKJwPz/view>

[https://drive.google.com/file/d/1n9WIKn-cYqF-Rd7t8EkNLChX2fFI\\_Z7V/view](https://drive.google.com/file/d/1n9WIKn-cYqF-Rd7t8EkNLChX2fFI_Z7V/view)

[https://drive.google.com/file/d/1n9WIKn-cYqF-Rd7t8EkNLChX2fFI\\_Z7V/view](https://drive.google.com/file/d/1n9WIKn-cYqF-Rd7t8EkNLChX2fFI_Z7V/view)

Notes from June 2, 2020 DPI Webinar:

Will get more guidance docs on Friday, June 5

RI Template=force a copy template in Google

DPI needs to print off the plans for their reporting so don't put many links in the narrative

Can attach a pdf?

FI Instructional Design <https://www.fi.ncsu.edu/resources/instructional-design-principles-for-remote-teaching-and-learning/>

[Webinar #1-June 2](#)

[Webinar #2- June 9](#)

[Webinar #3-June 23](#)

EC Website: [EC website](#)

EL Website: [ELsWebsite](#)

AIG website: [AIG Website](#)

Senior Staff	(1) Consulting with teachers, administrators and instructional support staff, parents, students, community partners, and other <b>stakeholders in developing the Plan and effectively communicating the Plan</b> to all involved parties.
Kennedy & Buck	(2) <b>Training for teachers and staff on effective use of the remote instruction</b> resources utilized by the public school unit and the process for student submission of completed work. The Plan shall identify any <b>learning management system, online instructional resource, or offline instructional resource</b> that will be made available to all students <b>in a grade-level</b> across the public school unit.
Senior Staff	(3) <b>Defining and clearly communicating staff roles and expectations for remote instruction</b> 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.
Buck	(4) <b>Surveying student and teacher home connectivity and providing for remote instruction</b> that is appropriate for teachers and students <b>with limited connectivity</b> capability, including the opportunity for students to download remote learning materials in advance when practicable.
Kennedy? StSupport	(5) Engaging with <b>community partners on services</b> that parents and students can utilize on remote instruction days, including community partners willing to provide <b>free broadband</b> access or connectivity for remote instruction and community partners <b>with child care options</b> , and <b>communicating remote instruction schedules</b> with those partners.
Kennedy & Buck	(6) Developing <b>effective design and delivery of remote instruction lessons</b> within professional learning communities.
Kennedy & Buck	(7) <b>Teaching and practice opportunities for students</b> 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 nonremote instruction days to ensure student success during remote instruction.
Kennedy & Buck	(8) <b>Communicating learning targets</b> to students on each remote instruction day and ensuring that <b>lesson design</b> provides instructional time, practice, and application components to demonstrate learning. The Plan shall include a process for <b>monitoring the quality of remote instruction materials</b> .
Kennedy & Buck	(9) Ensuring that <b>remote instructional time, practice, and application components</b> support learning growth that continues towards <b>mastery of the standard</b> course of study. The Plan shall include <b>work measurement guidelines appropriate to each grade level, including deadlines for submission of assignments and methods to assess and grade learning</b> during remote instruction.

Kennedy & Hill	(10) Ensuring that <b>students with disabilities</b> 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 <b>included in the development or modification of all IEPs or 504 plans</b> , as appropriate for the student.
Kennedy & Buck	(11) <b>Tracking and reporting attendance on remote instruction days</b> , including protocols for determining attendance, the reporting system to be used, and how attendance procedures will be communicated to parents before remote instruction begins.
Kennedy & Buck	(12) Providing <b>online and offline contact options for students to communicate with teachers</b> or staff for remote instruction days that are not used as teacher workdays.
Buck	(13) <b>Providing technology support for students experiencing technical difficulties</b> on remote instruction days.
Kennedy, Ortiz, Roberts, Dreher	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?
Senior Staff	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?
Senior Staff	16) <b>Optional</b> -Providing students and parents/families with remote learning strategies and behaviors to support success.
Kennedy	17) <b>Optional</b> -Impact on other existing programs, such as Transition to Kindergarten and Career and College Promise.

Champions:	NCDPI/SBOE says	TCS will....	Teams	Timeline
Senior Staff	(1) Consulting with teachers, administrators and instructional support staff, parents, students, community partners, and other <b>stakeholders in developing the Plan and effectively communicating the Plan</b> to all involved parties.	<p>Surveys being sent to Parents &amp; separate survey to Staff on 6/8/20</p> <p>Team members:</p> <ul style="list-style-type: none"> <li>• Senior Staff</li> <li>• Teachers-ITTOYs/TOYS/BTOYs</li> <li>• Admins-Principal/AP from each school</li> <li>• Dreher, Hill, Roberts, Ortiz</li> <li>• Coaches-all 7</li> <li>• 2 Parent Reps-Upper Elem. &amp; Second. (need an EC rep)</li> <li>• 2 Student Reps-upper Elem. &amp; Second.</li> <li>• Community partner?????</li> <li>• others-BOE member? Skeen/Love?</li> <li>• TAG, SAG,PAG</li> </ul> <p>How do we communicate the communication? Internally &amp; externally</p>		
Kennedy & Buck	(2) <b>Training for teachers and staff on effective use of the remote instruction</b> resources utilized by the public school unit and the process for student submission of completed work. The Plan shall identify any <b>learning management system, online instructional resource, or offline instructional resource</b> that will be made available to all students <b>in a grade-level</b> across the public school unit.	<p>Training=Canvas PD modules for staff synchronous &amp; asynchronous;face-to-face; virtual PLCs</p> <p>LMS:</p> <ul style="list-style-type: none"> <li>• Google Classroom GrK-5</li> <li>• Canvas Gr6-12</li> <li>• Online Instructional Resources by grade level= (too many to name)</li> <li>• Offline instructional resources by grade level=</li> <li>• <a href="https://ditch.teachable.com/p/remote-learning-101">https://ditch.teachable.com/p/remote-learning-101</a></li> <li>• THS-NCVPS option</li> <li>• <a href="#">Spreadsheet pre-populated with some resources</a></li> <li>• Matt Miller Remote Learning</li> </ul>	<p>Huggins, Swaim, Buck, Kennedy, Media Coordinators, IITTOY, CF</p> <p>Canvas Commons Course</p> <p>Matt Miller Remote Learning</p>	


		<p>Course?</p> <ul style="list-style-type: none"> <li>View Course in Canvas Commons</li> </ul>	Course	
Senior Staff	<p>(3) <b>Defining and clearly communicating staff roles and expectations for remote instruction</b> 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.</p>	<p>Communication Plan:  Teacher expectations on workdays that are RL days-  Teacher expectations on RL days-  Teacher roles on workdays that are RL days-  Teacher accessibility on workdays that are RL days-  Teacher accessibility on RL day (not a workday)-  Non Certified staff roles &amp; expectations</p> <p><a href="#">More info coming on Friday</a></p>	HR Staff, Principals/ AP, Finance, Superintendent	
Buck	<p>(4) <b>Surveying student and teacher home connectivity and providing for remote instruction</b> that is appropriate for teachers and students <b>with limited connectivity</b> capability, including the opportunity for students to download remote learning materials in advance when practicable.</p>	<ul style="list-style-type: none"> <li>Seems like we need to do these surveys before June 3 in order to make anything happen for Aug 1</li> <li>Survey by teacher on #students in class w/o Internet access completed 5/26/20</li> <li>Survey by teacher on student participation completed by 6/10/20</li> <li>Survey by parent completed by 6/12/20?</li> <li>The plan for downloading material for use offline while still at school/or in advance</li> <li>The plan to include wifi on buses &amp; all other Tville Free Wifi spots</li> <li><a href="#">Think of students whose situation change</a></li> </ul>	Buck, Kennedy, Gentry	

<p>???? Kennedy? Dreher StSupport</p>	<p>(5) Engaging with <b>community partners on services</b> that parents and students can utilize on remote instruction days, including community partners willing to provide <b>free broadband</b> access or connectivity for remote instruction and community partners <b>with child care options</b>, and <b>communicating remote instruction schedules</b> with those partners.</p>	<p>Which of our community partners are willing to pay for ?</p> <ul style="list-style-type: none"> <li>• free internet</li> <li>• Child care</li> </ul> <p>Communication of remote schedules with partners See <a href="#">graphics on slides for more info...</a> Create heat map of hot spots available in Thomasville.</p>	<p>Johnnie-c ommunity Diane-bus iness CIS? Student Support Services Parent Liason-TP S Office Support Staff-Sher ry and Carolyn</p>	
<p>Kennedy &amp; Buck</p>	<p>(6) Developing <b>effective design and delivery of remote instruction lessons</b> within professional learning communities.</p>	<p>PD Plan Plan for PLC structure to include PD <a href="#">6 components of effective lesson design</a> (prob from first publication from FI)</p>	<p>Kennedy Buck</p>	
<p>Kennedy &amp; Buck</p>	<p>(7) <b>Teaching and practice opportunities for students</b> 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 nonremote instruction days to ensure student success during remote instruction.</p>	<ul style="list-style-type: none"> <li>• Create Practice tutorials for remote instruction</li> <li>• Set practice days like a NCTEST Tutorial day</li> <li>• Set timeline of when to video libraries need to be completed</li> <li>• Create video library of how tos: <ul style="list-style-type: none"> <li>○ How to find, login, locate, complete, submit assignments</li> </ul> </li> <li>• Create a website to house all videos to help parents &amp; students (link from district to schools or vice versa)</li> </ul>	<p>DTL &amp; CF Coaches, Teacher Leaders; Website Masters</p>	

Kennedy & Buck	(8) <b>Communicating learning targets</b> to students on each remote instruction day and ensuring that <b>lesson design</b> provides instructional time, practice, and application components to demonstrate learning. The Plan shall include a process for <b>monitoring the quality of remote instruction materials</b> .	<ul style="list-style-type: none"> <li>• For teachers:</li> <li>• Develop lesson design template/components for remote learning to include specific components for everyone.--instructional time, practice &amp; application of the learning</li> <li>• Learning Targets for each grade level project that include STEAM, ISTE &amp; Content Standards</li> <li>• DTL Coaches can work to create special Canvas course/Google Classroom template for specialized remote learning activities like Capstone projects; STEAM project, PBL project; <a href="#">Genius Hour</a> Project.</li> <li>• How will we monitor/assess/feedback on instructional materials teachers provide?</li> <li>• For students: <ul style="list-style-type: none"> <li>◦ How to communicate learning targets?</li> </ul> </li> </ul>	Teachers Administrators	
Kennedy & Buck	(9) Ensuring that <b>remote instructional time, practice, and application components</b> support learning growth that continues towards <b>mastery of the standard</b> course of study. The Plan shall include <b>work measurement guidelines appropriate to each grade level, including deadlines for submission of assignments and methods to assess and grade learning</b> during remote instruction.	<p>Same as above plus.... rubric for each grade level so we need a rubric &amp; project plan that has:</p> <ol style="list-style-type: none"> <li>1. Learning Targets based on standards (ISTE, STEAM, Content Standards)</li> <li>2. Practice opportunities</li> <li>3. Tasks</li> <li>4. Work measurement guidelines</li> <li>5. timeline/interval deadlines for</li> </ol>	Teachers	

		submissions 6. assessment/feedback methods		
Kennedy & Hill	(10) Ensuring that <b>students with disabilities</b> 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 <b>included in the development or modification of all IEPs or 504 plans</b> , as appropriate for the student.	Get with Ken	Ken EC Teachers GC Teachers Administrators	
Kennedy & Buck	(11) <b>Tracking and reporting attendance on remote instruction days</b> , including protocols for determining attendance, the reporting system to be used, and how attendance procedures will be communicated to parents before remote instruction begins.	<ul style="list-style-type: none"> <li>• PS will be giving us the 3 kinds of RL calendar types</li> <li>• Remote instruction day (of the 5 planned)</li> <li>• Remote instruction day/teacher workday</li> <li>• Remote-state of emergency</li> <li>• *Can't be absent just b/c Student didn't login</li> <li>• Could be counted present when work is completed</li> <li>• <a href="#">Slides 25-26</a></li> </ul>		
Kennedy & Buck	(12) Providing <b>online and offline contact options for students to communicate with teachers</b> or staff for remote instruction days that are not used as teacher workdays.	<ul style="list-style-type: none"> <li>• Teacher office hours and how students can contact them on remote days; team approach/grade level/dept.</li> <li>• Additional features with Swift K12 for teacher access to Remind like options for messaging parents</li> <li>• Call center</li> <li>• Two-way communication is needed( Consider that with</li> </ul>		



		<p>Remind/Swift)</p> 		
Buck	(13) <b>Providing technology support for students experiencing technical difficulties</b> on remote instruction days.	<ul style="list-style-type: none"> <li>• Online form</li> <li>• Tech Hotline <ul style="list-style-type: none"> <li>○ It's needed after hours too beyond the 8-5 (techs &amp; ITFs are taking turns in Burke)</li> </ul> </li> <li>• Chromebook Depot at THS to swap out devices</li> <li>• Support website for teachers to check for repository of videos &amp; how tos that might can be fixed on a first response</li> <li>• </li> </ul>		
Kennedy, Ortiz, Roberts, Dreher	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?		Kennedy, Ortiz, Roberts, Dreher	

Senior Staff	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?			
Senior Staff	16) <b>Optional</b> -Providing students and parents/families with remote learning strategies and behaviors to support success.			
Kennedy	17) <b>Optional</b> -Impact on other existing programs, such as Transition to Kindergarten and Career and College Promise.		Leslie Clark, Roberts	

[Rob.Dietrich@dpi.nc.gov](mailto:Rob.Dietrich@dpi.nc.gov) (working with SIS contract at each LEA for fields in PS and calendar issues)

<https://sites.google.com/dpi.nc.gov/remote-learning-resources/home/remote-instruction-plan>

Additional Components noted in SBOE mtg on May 21

SHALL also describe the limitations that exist for implementation of quality remote learning based on each local context			
SHALL Responding to the needs of other student populations such as English learners, Academically and/or Intellectually Gifted learners and students who have been identified and are served under the McKinney-Vento Act as homeless;		Ortiz Dreher Roberts/Eudy	
CONSIDERATIONS:			

Providing students and parents/families with remote learning strategies and behaviors to support success			
Impact on other existing programs, such as Transition to Kindergarten and Career and College Promise		LeslieClark? Roberts/Ingram	

The RI Plan will be written following NCDPI guidelines and submitted by July 20, 2020 using the template and process shared with all public school units by June 5, 2020.

In addition, public school units shall submit feedback to NCDPI to support completion of any further reporting requirements so that NCDPI can submit the legislatively required report to the NC General Assembly/Joint Legislative Education Committee by September 15, 2020.

Zoom Webinar

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Elizabeth Yelvert...

Recording

## Student Grading Guidance

(Issued April 23, 2020)

*"It is the intention of this policy to ensure no students receive a failing grade and that students' grades as of March 13 serve as a minimum or a hold harmless point."*

- **Grades K-5:** No final grade; school district leaders decide format for year-end written feedback on student.
- **Grades 6-8:** Students receive final course grades of PC19 (Pass) or WC19 (Withdraw).
- **Grades 9-11:** Students choose how each final grade appears on transcript for current classes, year-long, and semester courses.
  - **Option 1:** numeric grade representing grade as of March 13, or as improved during semester via remote learning. Students receive course credit, and grade impacts GPA.
  - **Option 2:** Report PC19 (student receives course credit) or WC19 (no course credit but student can use future credit)
- Student promotion and retention will remain decision of principal and staff.
- Schools will primarily focus on retention cases already underway prior to March 13 for reasons other than COVID-19.

**Seniors (3/27): Pass or Fail based on grade on March 13; can bring grade up via remote instruction**

Audio Settings

Chat Q&A

Leave

8:46 AM 5/1/2020

House Bill 1043

Zoom Webinar

Recording

Elizabeth Yelvert...

## House Recommendations: H1035→H1043

- **Accountability Measures & Testing**
  - **Public School Waivers:** Testing (EOGs, EOCs, WorkKeys, ACT, diagnostic + formative for K-3); School Report Cards, Low-Performing School ID, Innovative School District Selection; **Advanced Math Placement**; and CPR Graduation Requirement.
  - **Read to Achieve:** Principals Determine 3<sup>rd</sup> Grade Promotions; Parental Notice on Progress through 3/13; Interventions for Retained Students; Waives Summer Reading Camps but SBE to Create Summer Plan; 3<sup>rd</sup> Grade Reading Test for All 4<sup>th</sup> Graders in 1<sup>st</sup> 10 days of 2020-21; Waives Posting K-3 Results.
- **H1043 Changes APPROVED:**
  - Advanced Math Placement Reinstated; Allows 2019-20 Teachers to Determine or Students Can Qualify after Opting in and Scoring at Highest Level on EOG/EOC.
  - Provides 6-Month Extension on School Improvement Plans Expiring 6/30/20.

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8:54 AM 5/1/2020

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Katherine Joyce

## House Recommendations: H1035→H1043

- **School Calendar & Attendance:**
  - **Allows Online Instruction to Satisfy Minimum Requirements** of 1,025 Hours or 185 Days for 2019-20.
  - **Waives Attendance Enforcement Requirements during Closure.**
  - **States Intent to Provide Supplemental Summer Jump Start Instruction in August 2020.**
  - Allows 2020-21 Year to Start as Early as Aug. 17.
- **H1043 Changes APPROVED:**
  - **Adopted Senate Proposals on Calendar and Remote Learning Plans.**

What Could 2020-21 Look Like with Social Distancing?

- **Staggered Schedules + Online Learning.**
- **Student Spacing within Classrooms.**
- **Limited/No Athletics.**
- **Gloves & Masks for Students and Staff.**
- **Extra Sanitation.**

19

9:06 AM 5/1/2020


## Senate Bill 704

Zoom Webinar

Recording

Katherine Joyce

### Senate Recommendations: SB 704



- **Policy Provisions Differing with House:**
  - No Delay in K-3 Class Size Phase-In.
  - No Flexibility in Funding Allotments.
  - No Mention of Principal Salary Schedule Hold-Harmless.
  - \* Requires 5 Additional Remote Learning Days in 2020-21 without Increasing Teacher Workdays.
  - \* Requires that 2020-21 School Year Start 8/17/20 and End by 6/11/21 for All LEAs.
  - \* Requires All LEAs by 7/20/20 to Submit 13-Component Remote Learning Plans Outlining Digital Platforms, Curricula, Teacher Training, Parental Communications, Student Attendance Tracking, Teacher and Student Home Connectivity, and More.

**\* House Adopted These Same Measures in H1043.**

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9:10 AM 5/1/2020

Remote Learning 13 components:

Digital platform

Curricula

Teacher training

Parental communications

Student attendance tracking

Teacher & student home connectivity

<https://www.ncleg.gov/Sessions/2019/Bills/House/PDF/H1043v3.pdf>

Language of the Bill p.12 Section IIC.9a

SCHOOL CALENDAR FOR THE 2020-2021 SCHOOL YEAR 17 SECTION IIC.9.(a) Remote Instruction Plans. – The governing body of each public 18 school unit shall develop a Remote Instruction Plan (Plan) for the 2020-2021 school year and 19 shall submit its Plan to the State Board no later than July 20, 2020. The purpose of the Plan is to 20 provide a detailed framework for delivering quality remote instruction to all students within the 21 public school unit during the 2020-2021 school year, as provided in subsection (b) of this section. 22 In describing how the public school unit will implement remote instruction, the Plan shall address 23 all of the following: 24


- (1) Consulting with teachers, administrators and instructional support staff, 25 parents, students, community partners, and other **stakeholders in developing 26 the Plan and effectively communicating the Plan** to all involved parties. 27
- (2) **Training for teachers and staff on effective use of the remote instruction** 28 resources utilized by the public school unit and the process for student 29 submission of completed work. The Plan shall identify any **learning 30 management system, online instructional resource, or offline instructional 31 resource** that will be made available to all students **in a grade-level** across the 32 public school unit. 33
- (3) **Defining and clearly communicating staff roles and expectations for remote 34 instruction** days, including teacher workdays, teacher accessibility, and 35 noncertified staff workdays and responsibilities. The Plan may include 36 variances for staff expectations when remote instruction days are also used as 37 teacher workdays. 38
- (4) **Surveying student and teacher home connectivity and providing for remote 39 instruction** that is appropriate for teachers and students **with limited 40 connectivity** capability, including the opportunity for students to download 41 remote learning materials in advance when practicable. 42
- (5) Engaging with **community partners on services** that parents and students can 43 utilize on remote instruction days, including community partners willing to 44 provide **free broadband** access or connectivity for remote instruction and 45 community partners **with child care options, and communicating remote 46 instruction schedules** with those partners. 47
- (6) Developing effective design and delivery of remote instruction lessons within 48 **professional learning communities.** 49
- (7) **Teaching and practice opportunities for students** on accessing and using 50 remote instruction platforms and methods, including how to locate, complete, 51 and submit assignments. The Plan shall include regular opportunities for students to use the platforms and methods during nonremote instruction days 2 to ensure student success during remote instruction. 3
- (8) **Communicating learning targets** to students on each remote instruction day 4 and ensuring that **lesson design** provides instructional time, practice, and 5 application components to demonstrate learning. The Plan shall include a 6 process for **monitoring the quality of remote instruction materials.** 7
- (9) Ensuring that **remote instructional time, practice, and application components** 8 support learning growth that continues towards **mastery of the standard** course 9 of study. The Plan shall include **work measurement guidelines appropriate to 10 each grade level, including deadlines for submission of assignments and 11 methods to assess and grade learning** during remote instruction. 12
- (10) Ensuring that **students with disabilities** have equal access to the remote 13 instruction provided by their public school units and that remote instruction is 14 provided in a manner consistent with each student's individualized education 15 program (IEP) or 504 plan. Remote learning day supports shall be considered 16 and **included in the development or modification of all IEPs or 504 plans,** as 17 appropriate for the student. 18
- (11) **Tracking and reporting attendance on remote instruction days,** including 19 protocols for determining attendance, the reporting system to be used, and 20 how attendance procedures will be communicated to parents before remote 21 instruction begins. 22
- (12) Providing **online and offline contact options for students to communicate with 23 teachers** or staff for remote instruction days that are not used as teacher 24 workdays. 25
- (13) **Providing technology support for students experiencing technical difficulties** 26 on remote instruction days.



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Katherine Joyce

## Federal Funding: CARES Act



- **Coronavirus Aid, Relief, and Economic Security (CARES) Act**
  - Passed by Congress on 3/27
  - Provides \$30.75B in new funding to Education Stabilization Fund, with \$13.23B specifically allocated for K-12
- **NC Education Stabilization Fund Share**
  - Governor's Education Relief Fund: \$95.6M
  - Elementary and Secondary School Emergency Relief (ESSER) Fund
    - Appropriated Directly to LEAs: \$356.7M
    - Reserved for DPI Administration: \$1.98M
    - Reserved for Statewide Initiatives: \$37.7M

**From US Ed. Secretary DeVos:**

- Provided accountability waivers on ESSA testing requirements and delayed accountability requirements under Perkins 5
- Made funds available through the Emergency Relief Governor's funds
- Ensured that 90% of the funds are available at the local level

21

9:16 AM 5/1/2020


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Katherine Joyce

## General Assembly K-12 Relief Funding



- **NC Has Received ~\$2B of its \$3.5B Share of Federal Relief Funds.**
- **Senate (S704)** – Proposes Spending \$1.3B including \$70M for Summer Learning Remediation (with \$35M for K-4 Reading) and \$78M for Child Nutrition.
- **House (H1043)** – Proposes Spending \$1.7B including \$277.9M for K-12.



23

9:19 AM 5/1/2020

Google Help district.pdf Other bookmarks

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Editing


for remote instruction and 45 community partners with child care options; and communicating



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## K-12 Relief Funding (continued)



### House-Proposed K-12 Relief Funding

Child Nutrition	\$80,000,000	Summer Learning – Half to K-4 Summer Reading	\$70,000,000
Study Re: Addressing Connectivity Disparities	\$299,000	School Unit Remote Learning	\$1,488,000
Mobile Hot Spots on Buses	\$1,348,500	Community & Home Mobile Hot Spots	\$21,200,000
Electronic IT Devices	\$35,000,000	Extended EC Services	\$17,900,000
Digital Curricula for K-12	\$4,900,000	Schools for Deaf & Blind	\$621,000
Cybersecurity Infrastructure	\$5,500,000	Extended Learning & Student Support Grants	\$6,000,000
Instructional Support	\$35,000,000		
<b>TOTAL K-12 Funding</b>	<b>\$277,908,000</b>		

24

calendar.google.com • 1m  
Hangout w Andrew & Carol  
9:30am – 10am


9:21 AM  
5/1/2020

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## Next Steps in COVID-19 Relief

- **H1043 and S704 to Be Negotiated** into Compromise Package by House & Senate Conference Committee, which Is Likely to Be Completed Tomorrow.
  - **Communication with Legislators** on Items of Concern and What You Want to See in Final Package Is Critical!
- **Both Chambers Plan to Have Committees Continue Work** on a Second Round of Needed Relief Measures.
- **Short Session Not Likely to Begin in Earnest until Mid-June or Even July.**



25

calendar.google.com • 2m  
Hangout w Andrew & Carol  
9:30am – 10am

9:22 AM  
5/1/2020

