



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	Ascend Leadership Academy
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*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?

Ascend Leadership Academy has created a Remote Instruction/Return to School 2020 Committee for the creation of the Remote Instruction plan. The working group consists of several different ALA employees including both Middle and High School teachers, the entire administrative staff (Director, Building Principals), office/custodial staff, and ALA parents. Other stakeholder groups include students and community members. ALA has enlisted feedback from students, parents, and community members through an online survey. This survey was designed to receive feedback from these stakeholders about Remote Instruction from the Spring of 2020 and to survey the level of access each family has to broadband internet in their individual households. This survey also asked families for their preferred method of communication including email, phone, text message, and social media. At the end of the survey each family was also asked to provide their most accurate means of communication. We will use this information to develop a database to ensure all families get the

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necessary communications during remote instruction. ALA will also continue to survey families about remote instruction options as we get closer to the beginning of the 20-21 school year.

ALA's communication plan during Remote Instruction will involve a variety of platforms to attempt to make certain that a common understanding exists among all necessary parties. ALA has purchased Swift K-12 Mass notification system that integrates with our SIS system PowerSchool. Using Swift K-12 ALA employees will have the ability to contact ALA stakeholders in a variety of methods including phone, email, SMS message, and even the PowerSchool parent portal. This system also allows ALA administrators to post directly to its social media platforms including Facebook and Twitter. ALA will also create a unique page for Remote Instruction on the School website solely for communication about Remote Instruction. This will include links to necessary websites for remote instruction and communication information connected to the appropriate ALA employee. ALA administration and teachers will also implement weekly communications. Through families preferred method of communication teachers will communicate with families at the beginning of each week regarding what is upcoming for the week for their grade level. Each grade level will create a weekly communication to be distributed to students and families in their grade level. Each advisory teacher will be responsible for communicating directly with their advisory class group and keep constant communication with these students and their families. The weekly communication will include upcoming events, assignments and important events related to the student's grade level. ALA administration will also send weekly communication to stakeholders. These updates will involve information about the ever-evolving elements of Remote Instruction and other relevant information related to the entire ALA community. Also prior to the beginning of the school year, ALA staff will host a "Virtual Open House" including a video tour of the various virtual resources necessary for remote instruction. Instead of having families come into the school for a traditional "Open House" ALA advisory teachers will coordinate individual virtual orientation sessions with each of their advisory students and their families. Teachers will review the remote instruction plan with the student and their family, answer any questions related to the plan, establish remote learning expectations and collect the most effective communication information for both the student and their parents.

Finally, ALA administration will provide a tiered intervention system for students who are not effectively responding to communication from teachers and other ALA staff members. This intervention will begin at the teacher level with phone calls, emails and text messages to the student and their family. If this intervention is not effective it will escalate to ALA administration who will provide another level of intervention including investigating the barriers that exist for the family in question and researching methods to alleviate these barriers.

ALA COVID19 Return to school webpage

<https://www.ascendleadershipacademy.org/covid-19-return-to-school-2020>

ALA Return to School Community Survey

<https://forms.gle/kEDCFJwVeFJw59uu5>

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.

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Ascend Leadership Academy will identify professional learning needs of staff for remote instruction through surveys and the inclusion of our School Leadership Team in the planning of the initial teacher workdays. In conjunction with ALA administration, ALA's Leadership team, that includes teacher leaders, will evaluate what systems and instructional resources that ALA teachers would need professional development for. This team will then be empowered to set up these professional development events and teacher leaders would be empowered to lead sessions for which they are experts. This includes Canvas training, PowerTeacher Pro training, and ALA's Leadership Curriculum training. Teachers new to ALA annually receive training for systems specific to ALA's program prior to the return of veteran teachers.

During the initial workdays, ALA administration will schedule a number of professional development opportunities to support the advent of remote instruction. Among these is Canvas LMS training. Ascend Leadership Academy has purchased Canvas Learning Management system for the implementation of Remote Learning. ALA teachers will be expected to use this system to deliver instruction for the 20-21 school year. This will require formal training for all ALA teachers and will be driven through the use of resources provided by Canvas and teacher experts. This professional development will be a major priority of ALA administration. For subject area specific instructional resources, specific subject area teachers will be trained as a part of ALA's "like subject meetings". For example, all Math teachers will be trained in IXL, ELA teachers will be trained in Newsela, Digital Media Teachers will receive training Adobe Creative Cloud, Science teachers will be trained in NC Stemscores, and interested teachers will be trained in Nearpod. Since all of these resources are existing instructional resources for ALA we will solicit teacher leaders to lead these trainings within their professional learning teams. ALA administration will support these teacher leaders by providing the necessary resources to implement these trainings. Prior to the beginning of the school year all ALA staff will receive the professional development schedule for the initial workdays complete with dates, times, and locations of the various events. Throughout the school year, ALA staff will participate in weekly grade level curriculum meetings. During these meetings ALA administration will support teachers with issues related specifically to their grade level and assess needs for remote instruction. Teachers will participate monthly in "like subject" area meetings where they share best practices specific to their subject area for remote instruction. Teachers will continuously be led by administration throughout the school year to reflect and adapt their remote instruction to maximize student comprehension of learning objectives.

Students will submit all assignments using Canvas. Teachers will consistently use this platform to communicate feedback to both students and parents. ALA's goal will be for teachers to use Canvas to streamline instruction where parents, students, and teachers only have one instructional tool to use to find information about student assignments and remote instruction. This also limits the number of instructional tools that students, families and teachers have to learn. Within Canvas teachers will have the ability to utilize other online instructional resources to supplement their instruction. These include IXL, Newsela, Adobe Creative Cloud, Learning.com, NC Stemscores, Nearpod, and Edgenuity. Students will be oriented to these programs in our student orientation prior to the beginning of school. Students will be contacted by their Advisory teacher to set up individual conferences in lieu of a traditional Open House. During these conferences students and families will be oriented to Canvas and these instructional resources and receive their specific login information.

Ultimately, teachers will be provided with parameters for their instruction that includes which platforms and processes they must use to deliver remote instruction. This will include how and where

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to post student assignments in Canvas as well as a minimum standard for how to structure their daily lessons using online instructional resources. The objective of this is to establish consistency amongst the various grade levels when using technology platforms and tools during remote instruction.

Below is a link to ALA's spreadsheet that identifies the learning management system and online instructional resources related to remote instruction. ALA is a digital media school and focuses on paperless instruction under normal circumstances. Due to this, our offline instructional resources are limited as instructional focus is dedicated to digital materials.

ALA Remote Instructional Plan Resources

<https://docs.google.com/spreadsheets/d/1xSZW3acnoXzvd35usysJmjwiiveBlbAtUuNmxiQRkuM/edit?usp=sharing>

Link to spreadsheet to identify learning management system(s), online instructional resources, and/or offline instructional resources. To make a Forced Google Copy of the spreadsheet, visit <https://bit.ly/NCRemoteResources>.

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: ALA will maintain an instructional day of 8:30am to 3:30pm. This will consist of a morning session with students from 9:00am to 11:00am where they will have direct interaction with their students based on the regular daily bell schedule. In Middle School, the four Core area teachers will meet with students based on the assigned periods via Google Hangouts Meet. High School Teachers will meet with their 4 periods from their daily block schedule. These 30-minute sessions during the AM session will include the introduction of new concepts and interaction with their teachers to receive direct instruction and discuss the assignments that students will be completing throughout the upcoming day(s) and week. The AM session instruction is designed to be more teacher centered. Teachers will also hold daily office hours from 8:30am – 9:00am and 3:00 – 3:30pm where students can join a virtual session to ask clarifying questions and seek individual help. During this time, ALA staff will be required to answer emails and communicate with relevant stakeholders. During the PM sessions, from 1:00pm – 3:00pm students will meet with the same courses with a focus on small group instruction, help sessions for assignments, virtual labs, and other instructional strategies designed to support student completion of identified learning objectives. The PM sessions are designed to be more student centered. This will apply to the entire 5-day week. On the fifth day, students will follow the same schedule with AM and PM session and will receive instruction from their elective teacher (art, music, PE, etc.) during the AM session. During the PM session students will receive instruction from their Advisory teacher regarding ALA's Leadership curriculum. ALA teachers will also target student social and emotional needs during this time and apply interventions where necessary. This day will vary throughout the week by grade level to coordinate with elective teacher schedules.

Teacher Workday: Expected teacher workday hours are from 7:30am – 3:30pm. Remote Instruction days will be treated as regular teacher workdays and teachers who desire to use PTO (Paid time off)

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for these days will need to submit their request at least a week ahead of time. Otherwise teachers will be expected to be present for these days in the school building unless extenuating circumstances require teachers to execute remote instruction from home. If this is due to social distancing requirements, ALA administration will create a schedule for teachers to rotate their work in the building and at home that abides by the direction from state officials related to the number of individuals allowed in the building at a time. If teachers do elect to use PTO for Remote Instruction days, they will be required to submit their students' instructional resources prior to the remote instruction date. This instruction will be required to be within the same parameters and quality of other teachers who are present for remote instruction. The materials must also be sufficient to fill the required time allotted for the teacher's courses. In the event that a teacher is absent an ALA substitute, administrator, or classified staff member will join students during their remote sessions to help guide them in their learning. The teacher should identify a point of contact within their grade level to answer any student questions due to their absence.

Administrators: During remote instruction days, school administrators will maintain their normal responsibilities with regard to school operations and logistics. They will coordinate the logistics of the remote learning schedule and maintain the infrastructure that supports remote learning. Administrators will also support and monitor remote instruction by visiting remote instruction sessions virtually and evaluating teacher adherence to the expectations set for remote instruction and ensuring instruction is challenging and done with fidelity. Administrators will provide timely feedback and provide necessary resources to support teachers in remote instruction. Administrators will also coordinate professional development opportunities for teachers where necessary with regard to remote instruction. Finally, ALA administration will be responsible for providing technical support for ALA teachers, students, and families. This includes a hotline for issues with the various instructional programs, 1:1 technology (chromebooks, iPads, etc.) and the Learning Management system.

Instructional Support Personnel: ALA's school counselor will work with ALA teachers to join sessions to identify students who need support for their social and emotional needs. The counselor will reach out to these students and schedule small group and individual sessions virtually to support these students and their families. The counselor will also provide and execute interventions for students who are not fully engaged in remote instruction. ALA's related service providers will evaluate their students' needs and the most effective virtual method to deliver their related services including Speech, OT, and PT services.

Teachers: Teachers will have a prescribed schedule mandated to each of them outlining their workday and instructional times. Teachers will also conduct office hours daily during their workday from 8:30am – 3:30pm. All teachers, both core and elective teachers, will have daily instructional responsibilities that involve directly interacting with students virtually. Teachers will also be expected to work in the Canvas Learning Management system to develop effective lesson plans and instructional activities that will be effective in a remote learning environment. ALA's remote instruction plan is designed to give all instructional personnel daily responsibilities related to having interaction with students in a remote environment. Teachers will be mainly responsible for the execution of the details described under "Length of Instructional Day" above.

Classified Staff: ALA maintenance and custodial staff will continue their daily responsibilities during remote instruction. They will also conduct any necessary maintenance or sanitation that cannot be completed when students are in the building. Clerical and office staff will coordinate communications

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with families whose student is not engaged in remote instruction. Office Staff will also coordinate our free and reduced lunch program, provide childcare options for teachers, and deliver items to students who have challenges with remote instruction. Since ALA's classified staff consists of about 5 employees all of these employees will be considered mandatory during remote instruction. ALA's bus drivers will be used to park buses with wifi access in appropriate areas identified by ALA administration. Drivers' responsibilities may also be re-purposed to include maintenance, groundskeeping, and custodial work.

It will be ALA's goal to continue to pay all employee's, both part time and full time, through extended periods of remote instruction.

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?

Ascend Leadership Academy has surveyed families and teachers directly about their home connectivity to broadband internet access. On June 18th 2020, ALA administration delivered an online survey to families to assess the reliability of their home internet accessibility. The survey asked directly about each family's level of internet access and their need for a school-issued internet hotspot. ALA will continue to survey stakeholders to gain an even more accurate depiction of the level of student and teacher connectivity throughout the summer of 2020.

ALA projects a student enrollment of 400 students in grades 6th -10th for the 20-21 school year. Over 300 families responded to our June 2020 survey. This encompasses a large majority of our student population as many of our families have multiple siblings who attend ALA. According to the survey ALA's barriers to internet access are minimal. ALA families revealed that 87.7% currently have reliable broadband internet access with 8% stating maybe and 4.3% stating that they did not have reliable internet access. Some of the barriers for those that don't have access to the internet are financial obligations and the location of their residence. Other considerations include the location of students during remote instruction hours due to their parents' work situation. If these students are not at home or with another childcare provider, it can limit their internet accessibility.

ALA's goal is to provide internet hotspots for families who do not have reliable internet access. These families will have to complete an application prior to the beginning of the school year to help to confirm their need. ALA administration will use this information to identify families in need and distribute the devices. ALA anticipates purchasing approximately 25 internet hot spot devices to meet this need. ALA has also applied for mobile hotspot device funding for our school buses. Our hope is that in remote instruction environments we can park our buses in strategic locations so that our families could access these internet hotspots from their homes or cars as they drive to be in close proximity to the buses. As a charter school, ALA serves students in 3 different counties. ALA administration would use survey data to identify what locations could benefit the most from this setup.

ALA's goal will be to achieve reliable internet access for all of our families. If this is not possible for a small minority of our families, we will provide hard copies of student assignments for these students. This will only be after all options for providing a reliable internet to their homes have been exhausted. These families may be required to pick up and drop off student assignments on a set schedule to

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ensure they receive the appropriate and timely feedback from their teachers.

ALA will communicate the steps for receiving support for internet access in a variety of ways. ALA administration will continue to survey families throughout the summer and identify candidates through this method. During the virtual orientation and individual conferences with ALA advisory teachers, families will again be asked to evaluate their internet accessibility. Once identified ALA administration will reach out to families who need internet support with the necessary documentation to receive a hotspot device. Bus wifi hotspot location will be shared on the school website, social media, and through the various methods of communication provided by Swift K-12.

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 childcare options, and communicating remote instruction schedules with those partners?

As a community charter school, Ascend Leadership Academy has developed significant partnerships with the local community in both Lee and Harnett Counties. ALA has an established parent/community organization called the Community Involvement Alliance (CIA). This group includes parents, teachers, community members and other ALA employees. The group is led by ALA's Office Manager who ensures that community goals and objectives are achieved. One of this organizations main objectives is to pool community resources to provide opportunities for the entire student body. To support remote instruction, the CIA will gather food resources for our families who rely on ALA's free and reduced lunch program. The CIA will collect donated items from the ALA community to support the ability to provide food options for our families in need. ALA staff members will maintain this storage and compile care baskets. They will then develop a system to distribute these baskets to families in need. We will form a similar system to collect and distribute other resources specific to remote instruction and COVID-19 including Personal Protective Equipment (PPE), childcare services and basic school supplies.

To support remote instruction, ALA's administration will also develop a tutoring program to allow students who need extra support an opportunity to connect with students from a higher grade levels. Administrators will identify specific students with the characteristics to handle this responsibility and connect them with students in need.

Coordinating the needs of the CIA and communicating with all stakeholders is the responsibility of ALA's Office Manager. This individual will utilize all of ALA's communication resources available in Swift K-12 to both receive and distribute resources within the community. Utilizing the CIA, this individual can also connect with families who have difficulty communicating with the school through the normal system. CIA members can utilize word of mouth methods and use their extended networks to mobilize and contact those in need. This system is already in place for ALA and has been used for fundraisers, resource drives and other community events.

To provide Broadband internet access, ALA has applied for and received CARES Act funds to support remote instruction due to COVID-19. ALA applied to use these funds to purchase internet hot spots for families in need of reliable internet resources. ALA has partnered with T-Mobile to purchase these devices. ALA anticipates needing to purchase approximately 25 of these devices based on survey data.

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

Within a remote instruction environment, Ascend Leadership Academy teachers will employ module instruction. Teachers and students participate in Module Instruction using Canvas LMS. Modules are used to organize course content by weeks or units. Modules create a linear flow of what students should do in a course. Learn more about modules here: <https://community.canvaslms.com/docs/DOC-10735-what-are-modules>. ALA is a project-based learning school and both Middle and High School teachers will convert their face to face instruction PBL projects to modules in Canvas. “Like subject” teachers have met to discuss the best way to design these modules based on their subject area.

Ascend Leadership Academy values teacher collaboration in the development of effective daily lesson plans. Under normal circumstances, ALA teachers collaborate consistently in professional learning communities and this will continue to be a requirement during remote instruction. Teachers will continue to be required to meet weekly with their grade level teams to discuss common objectives and develop best practices for their grade level. These meetings will take place on the day for which the particular grade level has common planning in Middle School and after instructional hours for High School teachers. These meetings will also present opportunities for teachers to discuss cross-curricular collaboration for individual lessons and projects amongst the grade level teachers. ALA’s administration will attend and monitor these meetings to help drive meeting objectives and provide guidance. Teachers will submit meeting agendas and minutes for these meetings to ALA administration weekly. Teachers will also participate in biweekly full faculty meetings to receive and share information significant to remote learning in their particular building. Monthly, teachers meet with their like-subject colleagues to discuss best practices in their subject areas and participate in vertical alignment. Under remote instruction these meetings will continue with further focus on remote instruction and best practices in their subject areas. Teachers will submit meeting agendas and minutes for these meetings as well.

As mentioned previously, ALA teachers are required to participate in professional learning community meetings periodically whether implementing remote instruction or not. The transition to remote instruction will be seamless as teachers will resume the same schedule but instead meet virtually via Zoom or Hangouts Meet. ALA administration will help focus and drive these meetings to include discussion of the elements of quality remote instruction and allow time for teachers to be reflective of their practice and share best practices.

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?

Ascend Leadership Academy has purchased Canvas Learning Management System and plan to use this LMS as the school’s education platform whether in a remote, face to face, or a blended learning environment. The implementation of Canvas will involve intensive training and specialized orientation for students. ALA has planned a student orientation specifically for Canvas prior to the first day of school. ALA will be replacing a traditional Open House with a virtual video Open House and a

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required student orientation. The video Open House will provide information about the system and where to go to access the LMS. The orientation will take place a week prior to the first day of school and each student's advisory teacher will be coordinating with each of their students and their family to orient them to the remote instruction plan (if necessary), student expectations, and Canvas LMS. In this process students will receive their login information, take a tour of Canvas, and be assigned a "scavenger hunt" assignment.

The initial "scavenger hunt" assignment will be used to evaluate each student's ability to navigate Canvas prior to the beginning of school. If necessary, ALA support staff will provide further interventions to identified students and their families to help them become more proficient with the use of the LMS. Once school starts, whether in a face to face, remote, or blended learning environment, ALA teachers will use a portion of their initial instructional time teaching students how to use the system and what methods to use to locate, complete, and submit assignments. Teachers in each subject/grade level will create assignments that have a dual purpose of testing student's ability to navigate the system and completing initial school activities. This could include having students submit a "get to know me" activity on the first day of school. Teachers will then evaluate student proficiency with the system and provide interventions as necessary. ALA administration will also distribute the wide range of tutorial videos made available by Canvas to the entire ALA community including the Passport to Canvas student tutorial. ALA will periodically provide surveys to assess and evaluate student and parent proficiency with Canvas. Using the data ALA administration will then provide interventions where necessary.

When using other online instructional resources teachers will utilize Canvas as the platform to distribute these resources to students. For example, if our math teachers are utilizing IXL or Edgenuity within their remote instruction, students will not be expected to go to these websites separate from Canvas. Rather, teachers will provide links and connect students directly to the online instructional resource within the learning Management system. The expectation will be that all assignments will be located, completed, and submitted directly in Canvas. Teachers will be oriented to Canvas in an intensive training provided to them in the initial workdays before the beginning of the new school year. They will also be informed of the expectations with using the educational platform when they receive the Remote/Blended Learning plan created by ALA's Return to School Committee. This plan will outline teacher remote instruction parameters complete with the expectations of the use of Canvas LMS. Students and families will also receive a document created by ALA's Return to School Committee that outlines student and parent expectations within a blended/remote learning environment in late July or early August. This document will introduce Canvas and establish the expectations for both teacher and student use of the platform. This will be distributed using all of ALA's communication vehicles including phone, SMS, social media, email, and the school website. Hard copies will also be made available and mailed to the necessary stakeholders.

As mentioned previously, ALA will utilize Canvas regardless of the learning environment mandated by the state at the beginning of the school year. Whether in a face to face, blended, or remote environment ALA staff will implement this Learning management system. Teachers will build their courses in Canvas and orient students to its functions. If it is necessary for ALA to move between a blended learning environment and remote instruction this transition shall be seamless as students will be familiar with the functions of Canvas already. In the event that students return to a traditional face to face learning environment, teachers will still utilize Canvas to deliver instruction. The overall objective will be to incorporate Canvas as learning management system for ALA for years to come.

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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.

Creating and communicating learning targets for students is essential to effective remote instruction. Within a remote instruction environment, Ascend Leadership Academy teachers will be required to provide daily learning objectives within the framework of their lessons and communicate them to students and their families. These statements will be designed using the “Students will be able to ...” stem and will directly reflect the learning objectives established by teachers. Teachers will communicate these learning objectives with students in a variety of ways including at the beginning of each lesson, within Canvas assignment modules, and in their weekly communications with parents and students.

ALA’s Return to School committee has created a remote learning weekly plan template that teachers will be required to complete and upload to canvas on a weekly basis. This document requires teachers to identify the learning targets for each daily lesson plan and the connection to the larger curriculum standards. Weekly, the various grade level teams will be responsible for sending a weekly email to families with significant information about the upcoming week for their students related to remote instruction. Within this communication will be the inclusion of learning targets for the week in each subject area for their grade level. Within every daily module submission, teachers will include the daily learning objective as well. When building their online lessons posting these learning objectives within Canvas will be mandatory. Teachers will work within their grade level and like-subject teams to unpack the standards for their curriculum and identify the power standards that exist for their subject area. This work will help drive each teacher’s construction of their remote instruction. Teachers will evaluate student achievement of these learning targets periodically through recurring student surveys of remote lessons, exit tickets, and journal activities designed to elicit student input on progress towards learning targets. Templates for these activities have been created by ALA’s Return to School committee.

ALA’s remote instruction model is designed to maximize student engagement and provide multiple modalities of instruction. The use of different instructional modalities in remote instruction will be used to address the different learning styles of students and diversify teacher lesson plans to keep students engaged for longer periods of time. ALA’s Return to School Committee has developed a remote lesson plan template that teachers will be able to use as a guide in their direct interaction instruction. During the AM session, teachers will meet with each of their classes for approximately 30 minutes. This portion of instruction will be designed to allow teachers to introduce new topics and concepts and present curriculum material from a new perspective. This session is designed to be led directly by the teacher. During this time, teachers will present a mini-lesson with several features to maximize student engagement. ALA’s administration will work with teachers to attempt to include a standard greeting where teachers connect with students on a personal level or share weekly/daily reminders. This is about 5 minutes. Next, teachers will utilize direct instruction and provide content knowledge for student edification. They will reveal what they are learning and why. This is the longest piece of the mini-lesson and can take 10-15 minutes. Next teachers can utilize modeling to show students examples of how to complete the activity they will be required to complete for the day or upcoming class periods. This is another 5-10 minutes. This would be the basic structure for the AM sessions. During the PM sessions teachers will see all of the same classes again but the method of

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instruction will change. The PM sessions are designed to be more student driven with students interacting with their classmates and teacher while engaged in an instructional activity. Each class period will again be between 30-40minutes and will consist of the greeting and sharing of the learning target. After this, teachers can choose the remainder of the time engaging students in small group instruction, independent practice, seminars and other student collaborative activities where students are applying their knowledge gained from the AM sessions. The AM session will be from 9am to 11am and the PM session will take place from 1pm – 3pm. This time structure is designed to consider the individual limits students and what is developmentally appropriate for our students.

To assess student achievement of learning targets teachers will use formative assessments tools more creatively and more frequently than in traditional face to face instruction. Teachers will be encouraged to use online resources to perform quick formative assessments daily and weekly to evaluate student achievement of learning objectives. This could include short quizzes, journal entries, writing samples, virtual seminar discussions and completed graphic organizers to name a few. Teachers will determine which formative assessments are most effective for their subject area in a remote environment. Using the data from these assessments, ALA teachers will have relevant data to help them plan for both the AM and PM sessions. For the AM sessions this data will determine what content areas teachers need to reteach or present in another method. During the PM sessions teachers will use the data to create small groups, target and support individual students and provide remediation assignments where necessary.

Lesson and Assignment submission will take place in Canvas. Teachers will receive ongoing feedback from administrators in weekly curriculum meetings and in post observation conferences from random “virtual walkthroughs”. Teachers will continue to collect data in forms appropriate for their content area. Teachers and the admin team will review data periodically to identify trends, plan remediation activities, and identify students who require virtual MTSS support.

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.

During Remote Instruction, Ascend Leadership Academy will organize instructional time to be the most constructive being sure to consider the varying factors that serve as barriers to remote learning. As teachers communicate with students and their families at the beginning of each week of remote learning about upcoming assignments and learning targets, students will have the opportunity to begin planning how they will complete assignments for that week. The expectation is that all assignments and activities will be communicated at the beginning of the week and students will have flexibility about when the assignments will be completed. Due dates will be given well ahead of time and students will have a 3-day grace period before ALA’s interventions for missing assignments will be applied. All assignments will be distributed and submitted via Canvas learning management system. If a student has not completed an assignment in canvas and the 3-day grace period has passed teachers will contact parents through email using Canvas. If initial interventions are not successful, the interventions will escalate to the school counselor or building administrator. This plan will apply to both Middle and High School students.

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ALA's remote learning instructional day is separated into two sessions including both a two-hour AM session and a two-hour PM session. During the AM session, teachers will lead direct interaction mini lessons to support student completion of modules or assignments teachers have created in Canvas. During the PM session, teachers will promote more student-centered activities including small group instruction, independent practice with teacher support, project research, and student collaborative activities. These sessions will be driven by the weekly activities or modules constructed by teachers ahead of time in Canvas. These activities will drive student learning and will be designed to allow students flexibility on how and where they can complete the instructional activities. Teachers will help guide students in "chunking" the activities and provide support for completion during the PM sessions. Teachers will also host office hours daily, once before the AM session (8:30 – 9:00) and once after the PM session from 3:00 – 3:30pm. Teachers will solicit student questions and provide support where necessary. ALA will adjust these times as necessary to address student needs. The intention of including teacher office hours is to support parents who may not be available to supervise their children or provide additional support. ALA administration will also coordinate a parent helpline, where parents can submit questions and receive guidance on specifics of remote instruction.

Ascend Leadership Academy's charter requires the implementation of Project Based Learning (PBL) across all grade levels. When utilizing this remote instruction plan this requirement will not change. Teachers will convert their traditional PBL projects to course modules and facilitate student learning through the completion of these modules. Teachers will support students throughout the week and provide timely and meaningful feedback throughout their completion of the modules using Canvas. Upon completion of the various modules teachers will use a rubric evaluation system similar to what ALA teachers ordinarily use for PBL projects. These rubrics connect student content mastery with the essentials of project-based learning including persistence, flexible thinking and striving for accuracy. ALA's Return to School committee has created a template for this rubric that teachers can use to provide student feedback during remote instruction. This evaluation tool utilizes curriculum standards and the essentials of PBL to determine if students are distinguished, proficient, or developing in relation to course standards related to the particular assignment module. ALA teachers will work within their grade levels to determine how to convert these rubrics to meet the needs of ALA's 10-point grade scale. If remote instruction is required for an extended period, ALA will create a competency or standard based report cards that provides feedback specific to student progression through the content standards for each course they are enrolled in. Teachers will use the completion of the previous mentioned assignment modules to provide this feedback. ALA administration will work with the school Leadership team to provide a template for these report cards if it becomes necessary due to extenuating circumstances.

During the virtual sessions throughout the week teachers will also apply formative assessments to evaluate student learning through the use of assignment modules. This could include short quizzes, journal entries, writing samples, virtual seminar discussions and completed graphic organizers to name a few. These will be completed during the teachers' virtual sessions with students and provide another level of formative assessment of student learning. It will also differentiate instruction and provide a variety of modalities of instruction to meet the needs of our student's different learning styles.

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

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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.

During remote instruction at Ascend Leadership Academy students with disabilities will have equal access to instruction. This includes students with both IEPs and 504 plans. ALA's Exceptional Children's teachers will continue to facilitate student accommodations, EC related services, and the specially designed instruction outlined in each student's IEP. ALA's School Counselor who also serves as the 504 Plan coordinator will continue to facilitate accommodations where appropriate for students with 504 plans. When ALA implements its remote instruction plan, EC teachers and the 504 Plan coordinator will begin their work with intensive communication with the families of students on their case load. This will include an individual virtual meeting with every student and their family to develop a remote instruction support plan. During the meeting, the EC teacher and their family will identify barriers to each student's remote instruction and how those barriers may interfere with the delivery of that students' IEP or 504 plan. The team will then brainstorm interventions to minimize these barriers in order to provide a free and appropriate education that is consistent with the need to protect the health and safety of students with disabilities. EC teachers and the 504 plan coordinator will then work with ALA administration to provide any necessary resources to these students to help remove barriers to their instruction.

One of the main responsibilities of Exceptional Children's Teachers will be to meet regularly with regular education teachers to gain access to their remote instruction materials. Exceptional Children's teachers will be involved in all grade level meetings for the students on their case load and advocate for the inclusion of their student's needs when teachers are planning their remote instruction module assignments. They will also receive information about upcoming student assignments and prepare accommodations or modified instruction for students who require it within their IEP. EC Teachers will also participate in both the AM and PM sessions of remote learning in different capacities. For the AM sessions EC teachers will join virtual sessions of their assigned inclusion classes to co-teach Humanities and Math courses where assigned. During the PM sessions EC teachers will provide a variety of support depending on the interventions needed as determined by the EC teacher and their regular education colleague. These could include small group instruction or support in all of the subject areas, 1:1 instruction with targeted students, chunking of assignments for students, and creating time management plans to support students in the completion of their assignments.

Communication will be a key to successfully support students with disabilities during remote instruction. EC teachers and the 504 plan coordinator will spend a large portion of their time communicating and collaborating with families. EC teachers and the 504 plan coordinator will schedule a standing weekly meeting with the families of students on their caseloads to evaluate student progress. During these meetings, the team will determine if interventions in place for remote instruction need to be amended or if additional interventions are necessary. EC teachers will keep a log of communications with families and services delivered during remote instruction. On this document they will record dates, times, and the communication/service that took place. EC teachers will also keep goal progress logs for students with IEPs. They will communicate this progress with families periodically and maintain detailed records of student progress data.

ALA will continue to conduct IEP and 504 meetings maintain compliance with state and federal policy. ALA will comply with all state mandates regarding social distancing and building occupancy and will provide opportunities for virtual meetings where necessary. In the event that a virtual

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meeting is necessary EC teachers and the 504 coordinator will provide the team with meeting materials well ahead of the meeting and allow time for all team members to review the documents prior to the virtual meeting.

ALA will continue to contract with a third-party service provider to provide EC related services including PT, OT, and Speech therapy. During the school closure due to the COVID-19 pandemic in the Spring of 2020, ALA's service provider was able to continue delivering services virtually. This service provider is very proficient in delivering services in a remote setting and has adapted their methods to ensure service delivery is still efficient and effective. During remote instruction, ALA's EC teachers will help facilitate scheduling students for these related services and document when these services were delivered in their communications and services log.

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?

Tracking student attendance will be paramount for Ascend Leadership Academy staff to evaluate student engagement within remote instruction. As required, ALA will not simply use student login to virtual sessions as the attendance standard. ALA will require students to communicate daily with their 1st Core teacher in Middle School grades and the 2nd period teacher in High School. This communication will be used to record daily attendance in PowerSchool by teachers. Within Canvas, teachers will include a link to a form for students to record their attendance for that day. This communication will be exported and be shared with ALA office staff. Students with limited internet access will have the ability to call into the helpline to speak with ALA office staff to record their attendance by 10:30am daily. Teachers with a class during the selected attendance period will enter daily attendance into PowerSchool. This record will trigger ALA's initial attendance interventions including daily robocalls, text messages and/or email messages to the families of students who are listed as absent. ALA office staff and administration will review attendance data daily to record trends and apply interventions where necessary. ALA will have a tiered system of interventions in place to communicate with families if their student is habitually absent during remote instruction. It will begin with communication from the student's advisory teacher and then escalate to ALA administration if this communication is not effective. An ALA administrator or the school counselor will then investigate the cause of the absences and brainstorm interventions to encourage student engagement. ALA staff will communicate consistently with the parents/guardian of student to include them in the process.

ALA teachers will informally collect student attendance data daily for each of their class periods. They will document which students are actively participating in the virtual instructional sessions for their classes and identify any necessary trends. Teachers will also collect data on which students are actively engaged in remote assignments. Teachers will meet with their grade level colleagues to share this data and provide ALA administration with a list of students who may require further interventions. The team will use all of the resources at their disposal to communicate with the student and their family to get the student engaged in remote instruction.

ALA's student attendance plan for remote instruction will be communicated to stakeholders in a variety of methods. First, ALA administration will outline the attendance procedure clearly in the Return to School plan created by the Return to School committee. This will be distributed to all ALA

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stakeholders through all communication outlets. Second, ALA Advisory teachers will schedule student orientation sessions with their advisory students before the beginning of school in lieu of a traditional open house. During these sessions, teachers will review student expectations during remote instruction including daily attendance procedures. During weekly administrative and grade level communications ALA staff will include student attendance procedures as well. Finally, ALA will post the student attendance procedure during remote instruction on the school website, in Canvas, and on social media platforms.

Within ALA's Student Information System, ALA office staff will include the remote instruction day type within the system. ALA will mark the day as Remote Instruction, Remote Instruction Day/Teacher Workday, or Remote Instruction Day/Day of Emergency. ALA administration will coordinate with our third-party service provider for SIS to ensure these days are marked with the correct calendar day type and are marked in session.

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?

Ascend Leadership Academy will provide both online and offline options for students and their families to communicate with ALA staff during remote instruction. All students will be informed that their main point of contact is their Advisory teacher. They will contact their advisory teacher for questions about the logistics of remote learning. This communication will be by email, phone call, or Google chat. ALA teachers will be able to utilize the app associated with ALA's VoIP phone system to receive and send calls using the school phone number and their individual extension. They will be able to do this from their individual cell phones from home or the school building.

All ALA teachers will host open office hours daily immediately after the AM and PM sessions of remote instruction. These times are from 8:00am – 8:30am and 3:00 – 3:30pm Monday through Friday. During these times teachers will be available in Google Hangouts Meet for student questions or other means of support that become necessary. The objective of these office hours are to allow open periods for students to communicate with ALA staff members about a variety of topics. Students who are in need of offline resources to communicate with teachers will be able to call in to these office hours using the phone-in option of Google Hangouts Meet.

ALA administrative staff will also have dedicated virtual office hours where they will be available for teachers, parents, and students. ALA administration will create dedicated times that are convenient for the varying stakeholders. This line will also be the primary contact for technical assistance during remote instruction. Any student or teacher who are having issues with the technology assigned to them will be able to use this or other forms of communication to relay their issue directly to ALA administration.

ALA administrative staff will also coordinate communication for those in need of offline communication resources. ALA office staff will have open phone lines to help coordinate support for students in need. They will take notes of stakeholder concerns or needs and deliver them to the appropriate ALA personnel member. At least one ALA office staff member will be on site during remote instruction to take phone calls and manage information for those who need to utilize offline communication resources.

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ALA staff will have the expectation that they will be available for the communication throughout their assigned workday from 8:30am to 3:30pm. ALA will continue to implement a 48-hour communication policy where teachers are required to return emails and phone calls within 48 hours. All ALA employees will also have full access to the school's communication system, Swift K-12. Through their accounts, teachers will have the contact information for all of the students enrolled their courses and have the ability email, call, and text student families where necessary.

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

Ascend Leadership Academy uses technology and digital resources extensively under normal circumstances due to ALA's focus on Digital Media instruction. This means that ALA is a 1:1 technological device school as each student is assigned their own device at the beginning of the school year and has the ability to take that device to and from school. ALA currently assigns iPads to Middle School students and Google Chromebooks to High School students. During remote instruction ALA will continue this program and provide additional technology support to students when it relates to their school issued devices. ALA has in place a Mobile Device Management (MDM) system for the Middle School iPads. The MDM has the ability to access each student iPad remotely to add apps, unlock the device, restart the device, download updates, and apply other features remotely. ALA staff can use the MDM for basic student technology support. ALA administration can also manage the Google Chromebooks similarly using the Google Admin system related to ALA's G Suite for education account. Both of these management systems will be the first stop for technology support for students experiencing technical difficulties during remote instruction.

ALA will create a page on the school website directly related to technology issues. This page will contain Frequently Asked Questions when it comes to their device and basic instructions to resolve common technology issues. This page will also outline the procedures for getting help with technological issues including who to contact and what methods of communication are available. This will include links to online Google Chat and telephone numbers to call for assistance. The main source of communication for technological issues will be an online Google Form. This form will allow students and their parents the ability to submit their issue with a guaranteed response within 24 hours. The student issue could range from hardware failure to forgotten passwords. This Google form will populate to a spreadsheet owned by ALA administration. ALA administration will check this form daily while in remote instruction and prioritize the submission based on the nature of the issue. ALA office staff will then disseminate the information to the appropriate ALA personnel to address the technological issues. Once completed the appointed ALA personnel member will update the spreadsheet and notify the student and their family of how the issue has or will be resolved. All of this communication will be documented on the submission form spreadsheet. In conjunction with this submission form, students will have the ability to access an online Google Chat or call the school helpline during regular school hours. Both of these forms of communication will be manned by an ALA office staff member located on the ALA campus. This individual will document the technology issue and try to help where they can. If the issue requires assistance from someone else on ALA's staff, the office staff member will pass along the communication to the appropriate staff member. We will encourage as many of the technology issues to be submitted using the online Google Form provided on ALA's school website. Under this system we will be able to document issues and track progress towards their resolution.

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If issues that cannot be solved using the MDM system or Google Management arise, ALA has an extensive loaner system to issue replacement devices to those students whose issues require further investigation. After submitting their issues using the online Google form, an ALA staff member will determine whether or not a replacement device is necessary. If the loaner device is deemed as necessary, an ALA office staff member will coordinate with the affected student and their family to schedule a time to turn in the faulty device and receive a replacement device. ALA administration has purchased and plans to have at least 10 replacement devices on hand at a given time to distribute to students as needs arise. Once the faulty devices are received they will be collected by ALA administration and fixed by ALA's technology consulting service provider, Joyner Consulting Services. Once the issues have been resolved the fixed device will be returned to the loaner device inventory rather than returned to the student.

All of these interventions will be communicated to students and parents in a variety of ways. First, ALA will have a webpage on their school website dedicated strictly to issues related to technology. Students will be able to visit this website to access the Google chat, locate the helpline, and complete the Technological issue support form. Also during the initial orientations with students and their parents, advisory teachers will distribute each student their electronic device and review the student's options when encountering technological issues. Additionally, both the administrative and grade level weekly communications will include links and other information related to student support for technology issues. Finally, ALA will distribute a remote instruction guidance document to all stakeholders prior to and during remote instruction. This document will outline all of the options students have when they encounter technology issues amongst other information. This document will be distributed to ALA stakeholders using all of ALA's platforms of communication including email, website, social media and the postal service where necessary.

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

Ascend Leadership Academy currently serves a small population of English Language Learners (ELL). It will be the goal of all members of the ALA staff to serve these students during remote instruction and address their unique learning needs. When ALA implements its remote instruction plan, ELL teachers will begin their work with intensive communication with the families of students identified as ELL. First, ALA's ELL teachers will conduct individual virtual meetings with every student and their family to develop a remote instruction support plan. This plan will provide strategies, interventions and adaptations that support the students LIEP plan. During the meeting, the ELL teacher and their family will identify barriers for the student in remote instruction and determine how those barriers may interfere with the delivery of that students' LIEP plan. The team will then brainstorm interventions to minimize these barriers in order to ensure the ELL students receive support based on their English language proficiency. The ELL teacher will then work with ALA administration to provide any necessary resources to these students to help alleviate barriers to their instruction.

One of the main responsibilities of the ELL teacher will be to meet regularly with regular education teachers to gain access to their remote instruction materials. The ELL teacher will be involved in all

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instructional planning meetings for ELL students and advocate for the inclusion of their needs when teachers are planning their remote instruction module assignments. The ELL teacher will also participate in both the AM and PM sessions of remote learning in different capacities. Where necessary the ELL teacher will participate in small group instruction activities and support ELL students in all of the subject areas. They will manage student completion of assignments and provide each student access to their LIEP plan accommodations.

Communication will be a key to successfully support of ELL students during remote instruction. The ELL teacher will spend a large portion of their time communicating and collaborating with families. Due to the manageable number of ELL students ALA serves, the ELL teacher will be able to schedule a standing weekly meeting with the families of ELL students to evaluate student progress. During these meetings, the team will determine if interventions in place for remote instruction need to be amended or if additional interventions are necessary. The ELL teacher will keep a log of communications with families and services delivered during remote instruction. On this document they will record dates, times, and the communication/service that took place. They will communicate frequently with families and maintain detailed records of student progress data.

b. Academically and/or Intellectually Gifted learners

Ascend Leadership Academy will continue to serve students who are identified as Academically and/or Intellectually Gifted as necessary to meet their individual needs. ALA has grouped Middle School students based on their academic ability in both their Humanities (Social Studies and ELA) and Math courses. These groupings were based on AIG identification, teacher recommendation, class performance data, and standardized testing data. Within these homogenous groupings, teachers will still be able to effectively differentiate instruction for students based on their academic ability. Specifically for AIG students, teachers will have the ability to accelerate the pace of instruction for the classes with AIG identified students. They will also have the opportunity to create classroom projects and assignments that require students to delve deeper into the curriculum as the students in these courses as all of the students are on a similar level academically.

ALA Middle School Science and Digital Media courses are scheduled heterogeneously based on student academic ability. Teachers in these courses will have a larger responsibility of providing projects and activities that differentiate instruction to meet student needs. This will include projects/module assignments that are designed to allow students to delve deeper into the curriculum based on their ability. Both Science and Digital Media lend themselves to a Project Based Learning pedagogy and all of our teachers will be trained in the essentials of PBL and how to use them in a remote environment. By implementing PBL teachers in all subjects will have the ability to create individualized rubrics for students where they establish proficiency expectations based on the students' abilities. Student identified as AIG will receive individualized rubrics for these projects that are designed to challenge them academically.

ALA High School students will continue to have the opportunity to participate in Honors and Advanced Placement courses where necessary. ALA High School teachers will continue to differentiate these courses by accelerating the pace of honors courses and applying a higher level of rigor within their instruction and classroom activities and projects.

All ALA teachers will be notified of and have access to the K-12 Advanced Learning labs provided by NCDPI. These labs can supplement ALA teacher's remote instruction and provide AIG students with

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engaging activities. In the Advanced Learning labs, students explore logic puzzles, go on field studies, engage in research explorations, participate in mindfulness activities and more. All of these activities are designed to be performed in a remote learning environment.

All ALA teachers will also be trained on differentiation techniques specific to gifted students. ALA teachers will encourage seminars, above grade-level books and articles, and implement writing across the curriculum. ALA students will also have access to digital resources that are self-paced and support individualized instruction. These include Edgenuity and IXL for Math and Newsela for Language Arts. Students will have the opportunity to use these resources to participate in activities specially designed for them based on assessment data. AIG students will benefit from this as they will be able to be accelerated and introduced to curriculum on their academic level. These techniques will be targeted at AIG students to ensure they are being challenged appropriately in all of their courses. ALA is also in the process of establishing a Duke TIP program. This program offers above-grade-level testing, enrichment resources, year-round learning options, residential summer programs, online courses, and original research for talented students. We plan to utilize this program in a remote environment to provide AIG students with additional outlets for academic challenges.

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

During the 2019-20 school year, Ascend Leadership Academy did not have any students who qualified as “homeless” by the definition used under the McKinney-Vento Act. For the 20-21 school year and during remote instruction, ALA will continue to follow policies and review student records to identify students who may qualify. This will include reviewing cumulative folders, and enrollment forms for incoming students and reassessing current students to determine if student circumstances have changed. ALA will also continue to disseminate information about the homeless program online, through brochures, and using other forms of communication. In the event that ALA enrolls students who need to be served under the McKinney-Vento Act, ALA administration will work to limit barriers to the students’ education. This would include the purchase of technology, online tutoring, and providing mental health services and outreach activities. ALA has focused all COVID-19 related funding to decreasing inequities in remote instruction. This will continue with the prioritization of funds towards homeless students and other students in need. In conjunction with ALA’s Community Involvement Alliance (CIA) ALA administration will provide resources for these students including mobile hotspots, online tutoring, food services, clothing, technology, and other relevant needs. The CIA will gather resources and distribute them to students in need.

ALA’s school counselor will serve as the liaison to identify McKinney Vento students to ensure their enrollment, full participation, and equitable access to services. The counselor will work with ALA’s various stakeholders including community members to support homeless students and assess their needs. The counselor will also train staff on the warning signs of homelessness and coordinate outlets for communication with families. Finally, the school counselor will advocate for homeless students to ensure that all school provided services are allocated for students who are economically disadvantaged or homeless. This includes providing mobile internet hotspots, bus transportation, meal services, and technology free of charge.

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?

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Ascend Leadership Academy's program is uniquely prepared for remote instruction due to its small size, existing 1:1 technology program, focus on Digital Media instruction, and intense use of digital instructional resources. Despite these positive attributes related to remote instruction, ALA faces some limitations related to implementing quality remote learning. Below is a list of some of these limitations determined based on community survey feedback, and teacher reflection on remote instruction from the Spring of 2020.

Professional Development for Quality Remote Instruction: Access to quality professional development for remote instruction has been a limitation for ALA teachers and administration. ALA administration and teachers have had to research best practices for virtual learning and evaluate how these practices relate to the unique needs of the ALA community. From there we have had to develop our own professional development resources to support teachers. This has required a great deal of planning and work to develop resources and professional development materials. This is an ongoing process as ALA administration continues to build a database of resources for remote learning.

Childcare: Childcare is a consistent limitation for Ascend Leadership Academy. Without a significant before/after school program, ALA's teachers struggled with juggling performing remote instruction while needing to care for their own children. This was one of the main reasons that ALA administration decided to allow teachers to continue to work from home rather than reporting to the school building to perform their instructional duties during the Spring of 2020. As we continue to navigate this limitation, ALA is working with staff members to determine effective methods to provide childcare to allow teachers the ability to focus their attention on remote instruction. This includes utilizing support personnel to fulfill the need where possible. Childcare is also an issue for our students and families. As a secondary school, many of our students are able to stay at home by themselves with limited supervision from their parents. However, many of our students have younger siblings with whom they are responsible caring for. This contributes to limited engagement in remote instruction. ALA attempts to combat this by communicating student assignments ahead of time and having flexibility on assignment due dates and work times.

School Nutrition: Ascend Leadership Academy experienced limitations in providing meals for our students who qualify for free and reduced lunch. ALA does not have a cafeteria and usually outsources these meals or has school staff prepare cold options for students. During remote instruction ALA staff had limited resources to prepare these meals and distribute them to needy families. We recognize that a group of our students are dependent on school provided meals to receive daily nourishment. Due to the fact that we serve students in multiple counties it was difficult to find appropriate ways distribute meals to our families in need.

Other Limitations: Some other limitations that were expressed in ALA's parent survey include the following:

- Consistent rigor across the subject areas and grade levels
- Too many websites and locations to submit assignments
- Parents working while students are in remote instruction and not able to help
- Ability to provide Exceptional Children's services in remote instruction
- Ability for parents to provide support for instruction without a working knowledge of content area or subject matter

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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.

Ascend Leadership Academy plans to provide a remote instruction guidance document for all of our families. This document will include the logistics of remote/blended instruction including the instructional day schedule and a list of the various forms of communication that exist. This document will also include student and teacher expectations during remote instruction. We will also include a list of strategies for students and their families to implement to promote student success. Parents will be provided a copy of this document during our initial student parent orientations. Advisory teachers will review this document with parents and attempt to provide support where necessary throughout remote instruction. ALA's remote instruction guidance document will also be distributed using all of the schools' communication tools including the school website, social media and the document will be printed and distributed manually. The document will also be emailed to all families using ALA's mass communication system.

Guidance document:

<https://drive.google.com/file/d/15xGZbmlR2kFZl6fl6YjcaM8uY0Nda126/view?usp=sharing>

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

If ALA is utilizing remote instruction, all other existing programs will operate with caution for the safety of ALA students and staff. These programs will operate remotely as well in compliance with local and state policy. At no time when ALA is operating in a remote environment will extracurricular or support programs operate in a least restrictive environment when it comes to social distancing. This includes athletics, clubs, and other ALA programs. Ascend Leadership Academy currently does not offer Transition to Kindergarten or the Career and College Promise program.

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