



UCPS Plan B Instructional Model for 2 Days of In-Person Instruction

On Tuesday, September 1, the Union County Public Schools Board of Education voted to add another day of in-person instruction to the Plan B Instructional Model. Under Plan B students are currently attending school one day per week for in-person instruction and participating in remote learning the remaining four days. The expansion to two days of in-person instruction begins on September 29 for grades PK-12.

Plan B is a hybrid instructional model that offers face-to-face instruction combined with remote learning. As outlined by Governor Cooper, under Plan B, a series of enhanced health protocols established by the North Carolina Department of Health and Human Services will continue to be enacted in order to promote the safety and welfare of students and staff. These protocols include, but are not limited to, social distancing requirements for students and staff, daily temperature and health screenings, face coverings for all students in grades K-12, and enhanced cleaning measures of high-touch surfaces. Additionally, these health and safety protocols will continue to be in place on school buses each day.

Plan B requires schools to limit the daily occupancy of each school building and it creates the need for school systems across the state to adjust their face-to-face instructional models.

As such, under Plan B, Union County Schools will transition to a Monday through Thursday in person cohort rotation in which students attend school two days per week. On Fridays, all students will be in a remote learning environment.





Teachers will maintain their current systems of communication with students on remote learning days so that they have access to high quality instruction, lessons, and activities. On days in which students are not in attendance they will continue to have access to either live or pre-recorded videos of classroom instruction.





An example of what the Plan B Instructional Model schedule will look like is provided below:

	Monday	Tuesday	Wednesday	Thursday	Friday
At School	Cohorts 1 & 2	Cohorts 1 & 2	Cohorts 3 & 4	Cohorts 3 & 4	Remote Learning for all Students Teacher Planning Office Hours
Remote Learning	Cohorts 3 & 4	Cohorts 3 & 4	Cohorts 1 & 2	Cohorts 1 & 2	

Growing Possibilities.

Schools will assign students to either the Monday/Tuesday cohort or Wednesday/Thursday cohort, and every effort to keep siblings and members of the same household together will be made. You should receive additional schedule specific information from your student’s school and/or teacher. As a reminder, here is some general guidance that may aid students and parents as they transition to two days of in-person instruction.

Parent Involvement During Remote Learning			
 Ensure Access to Materials	 Establish Daily Schedule for Student	 Monitor Student Progress	 Provide Support and Assistance
Assist students while navigating online courses and provide access to basic school supplies.	Create and maintain a daily routine and ensure students follow their school’s instructional schedule. Give students a quiet place to learn and work.	Check in daily to make sure students are meeting due dates and completing tasks/assignments through Canvas observer access.	Provide assistance and help students ask and answer questions.

Student Expectations/Activities During Remote Learning Days			
Daily Learning Expectations		Types of Learning Activities	
 Time	 Assignments and Attendance	 K-12 Computer Based Instruction	 Hands On Materials (As needed)
<p>High School: Approximately 90 minutes per subject per day on instructional activities.</p> <p>Middle School: Approximately 60 minutes per core subject, and 30 minutes per related arts subject, per day on instructional activities (this includes courses for high school credit).</p> <p>Elementary School: Approximately 45 minutes per core subject, and 30 minutes per related arts subject, per day on instructional activities.</p>	<p>Number of assignments for each class/course will vary by content area and level.</p> <p>Attendance will be captured through PowerSchool on days in which students are in school as well as remote learning days.</p> <p>Assignments will be graded and feedback offered to students under Plan B. Standard grading scales will apply – contact your school for specific details.</p>	<p>Students will access course materials daily through Canvas to:</p> <ul style="list-style-type: none"> • communicate with teachers and classmates • view instructional videos posted by teachers • obtain online instructional activities (videos, review material, resources, etc.) • turn in assignments and receive teacher feedback 	<p>Printed worksheets, activities, projects, etc. will be made available upon request for those without internet/device connectivity.</p> <p>Work will be evaluated by each student’s teacher. Contact your student’s school if needed.</p>

Differences Between Plan B with Remote Learning and Virtual Learning (Plan D)

Option	Daily Schedule	Bus Service	Meal Service	Internet and Device	Application	Parental Academic Support	Print Materials Available
Plan B	At school two days Remote learning 3 days/wk Follow class pacing Access to Canvas	Provided by UCPS	Provided by UCPS	Supported by UCPS	Not required	Recommended	Yes (upon request)
Virtual Academy (Plan D)	All online 5 days/wk Self-paced Access to Canvas	Not provided	Not provided	Supported by UCPS	Required	Required	No

Sample Daily High School Remote Learning Schedule

8:10 a.m. – 9:40 a.m.	Complete Activities/Assignments for 1 st Block Class (may include live or on-demand teacher instruction)
9:45 a.m. – 11:15 a.m.	Complete Activities/Assignments for 2 nd Block Class (may include live or on-demand teacher instruction)
11:20 a.m. – 11:50 a.m.	Lunch
11:55 a.m. – 1:25 p.m.	Complete Activities/Assignments for 3 rd Block Class (may include live or on-demand teacher instruction)
1:30 p.m. – 3:00 p.m.	Complete Activities/Assignments for 4 th Block Class (may include live or on-demand teacher instruction)

Note: The schedule above is merely a suggestion; each school will provide their own school-specific schedule reflecting the start/stop times for each of their courses/subjects.

Grades 9-12 Highlights

- **Attendance will be taken daily.** Students will be marked either present on-site, present off-site, or absent.
- Students will spend approximately 90 minutes on activities per subject/course each day.
- It is strongly recommended that students adopt a consistent, predictable schedule each day.
- Students receive instruction, assignments, and/or activities in each course for which they are enrolled.
- Students/parents should direct questions to teachers of the subject/course.
- Teachers will maintain “remote” office hours on Fridays and should respond to student/parent inquiries within 24 hours to the greatest extent possible.
- Teachers will make individual contact with students throughout the week.
- Flexibility is key – instruction and activities should take into account each student’s current situation.
- New instruction will be introduced and students are expected to stay engaged and participate in the learning opportunities.

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Sample Daily Middle School Remote Learning Schedule

9:05 a.m. – 9:10 a.m.	Homeroom
9:10 a.m. – 10:40 a.m.	Complete Activities/Assignments for English Language Arts (may include live or pre-recorded teacher instruction)
10:45 a.m. – 12:15 p.m.	Complete Activities/Assignments for Math (may include live or pre-recorded teacher instruction)
12:15 p.m. – 1:00 p.m.	Lunch
1:00 p.m. – 1:40 p.m.	Complete Activities/Assignments for Related Arts (may include live or pre-recorded teacher instruction)
1:45 p.m. – 2:25 p.m.	Complete Activities/Assignments for Related Arts (may include live or pre-recorded teacher instruction)
2:30 p.m. – 4:00 p.m.	Complete Activities/Assignments for Science/Social Studies (may include live or pre-recorded teacher instruction)

Note: The schedule above is merely a suggestion; each school will provide their own school-specific schedule reflecting the start/stop times for each of their courses/subjects.

Grade 6-8 Highlights

- **Attendance will be taken daily.** Students will be marked either present on-site, present off-site, or absent.
- Students will spend approximately 60 minutes on activities per core subject each day (this includes courses for high school credit).
- Students should expect to spend approximately 30 minutes on each related arts subject each day.
- It is strongly recommended that students adopt a consistent, predictable schedule each day.
- Students receive instruction, assignments, and/or activities in each course for which they are enrolled.
- Students/parents should direct questions to teachers of the subject/course.
- Teachers will maintain “remote” office hours on Fridays and should respond to student/parent inquiries within 24 hours to the greatest extent possible.
- Teachers will make individual contact with students as needed throughout the week.
- Flexibility is key – instruction and activities should take into account each student’s current situation.
- New instruction will be introduced and students are expected to stay engaged and participate in the learning opportunities.

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Grades 2-5 Sample Daily Remote Learning Schedule

7:30 a.m. – 8:15 a.m.	Complete Activities/Assignments for English Language Arts (may include live or pre-recorded teacher instruction)
8:20 a.m. – 8:50 a.m.	Complete Activities/Assignments for Related Arts (may include live or pre-recorded teacher instruction)
8:55 a.m. – 9:10 a.m.	Break
9:15 a.m. – 10:00 a.m.	Complete Activities/Assignments for Math (may include live or pre-recorded teacher instruction)
10:05 a.m. – 10:20 a.m.	Break
10:25 a.m. – 11:25 a.m.	Complete Activities/Assignments for Reading/Writing (may include live or pre-recorded teacher instruction)
11:30 a.m. – 12:00 p.m.	Lunch
12:05 p.m. – 12:35 p.m.	Complete Activities/Assignments for Related Arts (may include live or pre-recorded teacher instruction)
12:40 p.m. – 1:10 p.m.	Student Movement/Exercise
1:15 p.m. – 2:00 p.m.	Complete Activities/Assignments for Science/Social Studies (may include live or pre-recorded teacher instruction)

Note: The schedule above is merely a suggestion; each school will provide their own school-specific schedule reflecting the start/stop times for each of their courses/subjects.

Grade 2-5 Highlights

- **Attendance will be taken daily.** Students will be marked either present on-site, present off-site, or absent.
- Students will spend approximately 45 minutes on activities per core subject each day.
- Students should expect to spend approximately 30 minutes on each related arts subject each day.
- It is strongly recommended that students adopt a consistent, predictable schedule each day.
- Students receive instruction, assignments, and/or activities in each course for which they are enrolled.
- Students/parents should direct questions to teachers of the subject/course.
- Teachers will maintain “remote” office hours on Fridays and should respond to student/parent inquiries within 24 hours to the greatest extent possible.
- Teachers will make individual contact with students as needed throughout the week.
- Flexibility is key – instruction and activities should take into account each student’s current situation.
- New instruction will be introduced and students are expected to stay engaged and participate in the learning opportunities.

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In compliance with federal law, UCPS administers all educational programs, employment activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.

Grades PK-1 Sample Daily Remote Learning Schedule

8:00 a.m. – 8:30 a.m.	Complete Activities/Assignments for ELA (Word Study) (may include live or pre-recorded teacher instruction)
8:35 a.m. – 8:50 a.m.	Break
8:55 a.m. – 9:15 a.m.	Complete Activities/Assignments for Related Arts (may include live or pre-recorded teacher instruction)
9:20 a.m. – 9:35 a.m.	Break
9:40 a.m. – 10:10 a.m.	Complete Activities/Assignments for Math (may include live or pre-recorded teacher instruction)
10:15 a.m. – 10:45 a.m.	Student Free Choice
10:50 a.m. – 11:20 a.m.	Complete Activities/Assignments for Reading/Writing (may include live or pre-recorded teacher instruction)
11:25 p.m. – 11:55 a.m.	Lunch
12:00 p.m. – 12:20 p.m.	Complete Activities/Assignments for Related Arts (may include live or pre-recorded teacher instruction)
12:25 p.m. – 12:55 p.m.	Student Exercise/Movement
1:10 p.m. – 1:40 p.m.	Complete Activities/Assignments for Science or Social Studies (may include live or pre-recorded teacher instruction)

Note: The schedule above is merely a suggestion; each school will provide their own school-specific schedule reflecting the start/stop times for each of their courses/subjects.

Grade PreK-1 Highlights

- **Attendance will be taken daily.** Students will be marked either present on-site, present off-site, or absent.
- Students will spend approximately 30 minutes on activities per core subject each day.
- Students should expect to spend approximately 20 minutes on each related arts subject each day.
- It is strongly recommended that students adopt a consistent, predictable schedule each day.
- Students receive instruction, assignments, and/or activities in each course for which they are enrolled.
- Students/parents should direct questions to teachers of the subject/course.
- Teachers will maintain “remote” office hours on Fridays and should respond to student/parent inquiries within 24 hours to the greatest extent possible.
- Teachers will make individual contact with students as needed throughout the week.

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AIG Support

Under Plan B students who are eligible will continue to receive AIG support. Please contact your school with any questions regarding AIG support during periods of remote learning.

CTE

Students taking Career and Technical Education Courses that offer certifications may be required to attend additional face-to-face days/times in order to complete their required practicum lab time if needed or virtual lab experience is unavailable.

Devices

Students in grades 2-12 will receive a Chromebook issued by UCPS. Individual schools will communicate with families on how to obtain a device in order to participate in remote learning.

Dual Language Immersion

Students enrolled in a dual language immersion program interested in a full-time online experience, in lieu of Plan B, should apply for the virtual academy option through [Scribbles](#). The application window is open from September 25, 2020 to October 4, 2020.

ESL Support

Under Plan B students who are eligible will continue to receive ESL support. Please contact your school with any regarding ESL support during periods of remote learning.

International Baccalaureate

Students enrolled in the International Baccalaureate program interested in a full-time online experience, in lieu of Plan B, should contact their school to discuss this as an option.

Special Education/504 and Related Services

Exceptional Children teachers and service providers will deliver special education and related services to students with disabilities, as well as those served by a 504, during periods of remote instruction. Specially designed instruction will be administered in accordance with the student's IEP/504. **If there is an adjustment to the amount of instructional time offered each week under remote learning, then special education and related services will adjust their schedules and service delivery models accordingly.** Special education/504 and related services may be delivered through the following mediums on remote learning days:

- **Virtual Classes:** providing virtual classes on a platform that the student is accustomed to using.
- **Phone Calls:** using a telephone call to work on an assignment aligned to an IEP goal, either online or a classroom packet. This could include a conference call including a small group of other students.
- **Interactive exchange:** utilizing a chat room or a shared Google Doc.
- **Video with a follow up:** providing students with pre-recorded instructional video and activities, based on their IEP goals. Follow up with instructive feedback by means listed above.
- **Assignments with teacher support:** providing assignment(s) (based on IEP goals) in Canvas

Please contact your student's school if you have specific questions about the delivery of specialized services and instruction during remote learning.

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Student Social and Emotional Health and Safety

Under Plan B students will continue to receive social and emotional support from their assigned school. Support staff will be available for students who are in school Monday through Thursday as well as those who are experiencing remote learning. Parents and students will continue to experience the following under Plan B:

- Reintroduction of school support teams to students (nurses, school social worker, school counselor(s), school psychologist, School Resource Officer).
- Support teams will provide mental and emotional health support to students through individual meetings, small-group sessions, classroom visits, etc.
- Support will continue to be provided for students in face-to-face and remote learning environments.

Technical Support

- A special technical support line has been established for student technical support, device troubleshooting, and maintenance issues.
 - Teacher Technical support may be accessed at helpdesk.ucps.k12.nc.us
 - Student Technical support may be accessed at studenthelpdesk.ucps.k12.nc.us