GUIDANCE FOR REMOTE LEARNING, EVALUATION OF STUDENT PROGRESS, AND GRADUATING SENIORS

As of 4/2/20

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

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Approved by the State Board of Education, March 27, 2020

LEA/Charter School Guidance for Remote Learning, Evaluation of Student Progress, and Graduating Seniors

REMOTE LEARNING GUIDANCE
Remote learning is strongly encouraged across the state for all NC public school students to support continued student growth and well-being during this public health crisis.

NCDPI encourages LEAs/Charters to provide a variety of remote learning opportunities to engage all students, continue academic growth, and respond to social and emotional needs. It is paramount to remember the unprecedented condition students are learning in and to focus on engagement more than evaluation.

Remote Learning Definition:
In NC K-12 public schools, remote learning is defined as learning that takes place outside of the traditional school setting using various media and formats, such as but not limited to: video conference, telephone conference, print material, online material, or learning management systems.

Critical factors for effective remote learning:
Remote learning...
- is accessible by all students for which the learning is intended and is responsive to diverse learning groups;
- maintains consistent communication between instructional staff and students;
- addresses the curricular and instructional needs associated with appropriate standards;
- includes evidence of student learning; and,
- considers the whole child as well as the home learning environment.

GUIDANCE FOR GRADES K-5:
When remote learning occurs in grades K-5, LEAs/Charters will provide meaningful feedback to promote student growth.

If the above critical factors are met for remote learning, LEAs/Charters may evaluate student learning in the format the school already uses for grades K-5. LEAs/Charters will focus on supporting student progress and communicating feedback to students and families rather than on assigning grades.

In the event NC public schools do not reopen for face-to-face learning after May 15, additional statewide guidance for final grading to ensure equitable treatment for all students will be provided by the State Board of Education.

GUIDANCE FOR GRADES 6-11:
When remote learning occurs in grades 6-11, LEAs/Charters will provide meaningful feedback to promote student growth.

If the above critical factors are met for remote learning, LEAs/Charters may assign grades in the format the school already uses for grades 6-11 to evaluate progress. If the above critical factors are not met, student grades will not be negatively impacted; feedback is still expected.

In the event NC public schools do not reopen for face-to-face learning after May 15, additional statewide guidance for final grading to ensure equitable treatment for all students will be provided by the State Board of Education.

GUIDANCE FOR SENIORS, GRADES 12-13:
NCDPI's goals for the Senior Class of 2020 are to graduate high school seniors by meeting minimum SBE graduation requirements of 22 credits on the originally scheduled graduation date.

Considerations:
- Remote learning for graduating seniors will be prioritized to focus on meeting graduation requirements with a particular emphasis on students who were not meeting expectations as of March 13.
- NCDPI encourages that remote learning opportunities be available for seniors to engage students, continue student growth, and respond to social and emotional needs.
- Students may not be able to finish the instructional year equitably across NC. Access to, and quality of, remote learning for NC Public School students varies across the state.
- Students have made progress in their learning this semester and need recognition of their learning until school closure on March 16.
- Grading practices for transcript purposes will hold students harmless for the impact of COVID-19. Note: PowerSchool is in the process of developing a new grade scale to

move from Pass/Fail to Pass/Withdraw due to COVID-19. "PC19" and "WC19" are the codes being added to PowerSchool.

SENIOR PLAN TO GRADUATE CLASS of 2020

- **Fall Courses**: Students will receive grades for fall courses as already stored, year-long and semester. Fall grades will count toward GPA.
  - For year-long courses, the fall term grade will be counted into the GPA. Note: Clear directions from PowerSchool will come at a later date.
  - For semester-long courses, the final course grade will be counted into the GPA.
- **Spring Courses:** Students will receive a Pass "PC19" or Withdrawal "WC19" based on their learning as of March 13 for spring courses.
- If the student has an F as of March 13 for graduation requirements, districts/schools shall provide remote learning opportunities for the student to improve to a passing grade. Opportunities for seniors to pass graduation requirements **shall** include:
  - participate in remote learning through the enrolled LEA/Charter;
  - enroll in NC Virtual Public School for all courses applicable; *
  - participate in credit recovery aligned to instructional topics covered through March 13; or
  - pass a final locally-developed assessment aligned to instructional topics covered through March 13. A final assessment can be in a variety of formats, including but not limited to a portfolio, interview, teacher-made test, project, and/or some other performance-based measure.
- Occupational Course of Study (OCS): If an OCS student completes 157 hours of the 225 hours of "paid work hours" graduation requirement, the student will receive a Pass "PC19". Note: This is dependent on a SBE amendment to GRAD-004.

ADDED NOTE: NCVirtual will prioritize transfer enrollments for seniors with an F as of March 13 in courses required for graduation. The priority enrollment timeframe for senior graduation requirements will continue through April 3.

State Board of Education Policy Actions Effective March 27, 2020:
SBE GRAD 004:
Graduation Requirements

- Occupational Course of Study Paid Work Hour requirement: The SBE approved the reduction of the requirement of "225 of paid work hours" to "157 of paid work hours" for the graduating class of 2020.
- Future Ready Core requirements for CPR: The SBE approved the waiver of this requirement for the graduating class of 2020.

SBE GRAD-001:
Authority for Local School Boards to Exceed Minimum Graduation Requirements:
The SBE approved the suspension of this policy through June 30, 2020.

- LEAs and charters may allow graduating seniors to pursue credits beyond the minimum State Board of Education graduation requirements but may not require more than the state minimum requirements for graduation through June 30, 2020.
- For seniors currently enrolled and passing elective courses beyond state graduation requirements, credit can be awarded as described in this document above.

SBE TEST-003:
Requirements Regarding End-of-Course Assessments
The SBE approved the suspension of this policy through June 30, 2020.
This policy requires a student's final grade to include at least 20% the end-of-course test score.
Since EOC scores will not be available, this is not possible for this year and needs to be waived.

RELATED ACADEMIC PROGRAM UPDATES AND FAQ

Advanced Learning and Gifted Education
Academically and/or Intellectually Gifted (AIG) Programs and Learners
Under General Statute § 115C-150.5, each local board of education has established a plan which outlines the different types of services provided in a variety of settings to meet the diversity of identified academically or intellectually gifted students.

In keeping with this charge, as we have shifted to remote learning across the state, NCDPI encourages all districts and charter schools to continue efforts to differentiate instruction with learning opportunities to enrich, extend, and accelerate the NC Standard Course of Study for AIG and advanced learners and to find ways to support their social and emotional learning needs during this time. We also encourage districts and charter schools to consider the continuum of services available in the Local AIG plan and determine ways in which these services can be delivered effectively via remote learning means.
https://files.nc.gov/dpi/documents/advancedlearning/aig/ncaig-program-standards.pdf

Career and College Promise (CCP), including CIHS and Dual Enrollment Courses
For all dual enrollment opportunities, continue to work closely with representatives from partner colleges and universities for completion of college courses, if possible. The goal is for students to complete CCP courses and other dual enrollment courses within the current term. However, we understand that there may be a multitude of factors which may impact this completion.

If the student does not have the opportunity to access or is unable to access college coursework, NCDPI will need to focus on the high school and college transcripts separately. If a student completes the course, the earned college grade will appear on the college transcript. The college transcript is the authoritative source for college grades. For seniors, even if the course is completed, the student will receive a "PC19" or a "WC19" on the high school transcript. At this time, for grades 9-11, dual enrollment course grades on the high school transcript will follow the same guidelines like other courses.

CIHS with UNC and NCICU
LEAs and CIHS who partner with UNC System institutions and Independent Colleges and Universities are working closely with representatives from their partner colleges and universities to serve our CIHS students well. All CIHS students are working towards effective completion of courses. Guidance and protocols related to K-12 students may differ from that pertaining to individual institutions of higher education.

CCP with NC Community College System
Recognizing the need to support student academic success, the NC Department of Public Instruction (NCDPI) and the NC Community College System (NCCCS) seek to ensure high school students participating in the Career and College Promise program are not negatively impacted by the disruption of learning caused by the current COVID-19 pandemic.
Please see the joint-memo sent to all Superintendents and Community College Presidents on March 27, 2020: CCP COVID19 Guidance

AP/IB/CIE Course Guidance
High school grading for these courses will follow the guidance above for grades on transcripts for the Spring. Guidance from each outside agency regarding exams is provided below:

Advanced Placement
College Board is:
- Investing in the development of a new at-home testing option. There will be no paper-pencil AP exams at school testing sites.
- Providing flexibility for students. For each AP subject, there will be two different testing dates. The full exam schedule, specific free-response question types that will be on each AP Exam, and additional testing information will be updated at this link.
- Providing free remote learning resources. There are free AP Review Classes for students.

AP Teachers providing remote instruction can continue to leverage AP Classroom, which was introduced at the start of the school year:
- Within AP Classroom, free-response questions that were only available for in-classroom use due to security concerns are now unlocked. Teachers will be able to assign questions to students digitally.
- Here is a one-page overview (.pdf/514KB) of how AP teachers can use the free, daily online practice in AP Classroom to help students prepare for exam day.
- For more information and all AP news and updates please see https://apcentral.collegeboard.org/about-ap/news-changes/coronavirus-update

International Baccalaureate
- The May 2020 examinations, as scheduled between April 30 and May 22, for Diploma Programme and Career-related Programme students will no longer be held.
- Depending on what they registered for, students will be awarded a Diploma or a Course Certificate which reflects their standard of work. This is based on a student's coursework

and the established assessment expertise, rigor, and quality control already built into the programmes.
- [Download this document](#) for guidance regarding the requirements for internal assessment (IA) for each subject group.
- The IB will require schools to submit the coursework for all candidates. IB will externally mark work that is usually marked by teachers, instead of taking samples and applying moderation. The deadline of April 20 is preferred for all schools to upload their work to ensure results by July 5. Schools can request extensions for individual components or subjects directly with the IBO by emailing support@ibo.org.
- Full details and FAQs are posted on the IB's [COVID-19FAQ site.](#)

Cambridge International
- The international examinations scheduled for May/June 2020 will not be run in any country. This includes Cambridge IGCSE, Cambridge O Level, Cambridge International AS & A Level, Cambridge AICE Diploma and Cambridge Pre-U.
- Schools will be asked to collaborate with Cambridge to ensure that candidates' subject grades are based on a range of evidence that represent their achievement levels as set by rigorous Cambridge programme standards. Cambridge will provide an update directly with the schools involved.
- For frequently asked questions, see the [Information for schools page](#) with more information.
- Cambridge wants to do everything they can to support schools in these efforts and have published a 'Teaching and learning when school is closed' section on their website: www.cambridgeinternational.org/support-for-schoolscovid-19

Career and Technical Education
CTE State Assessments and Federal Reporting
CTE does anticipate the Office of Career, Technical, and Adult Education (OCTAE) providing flexibility for reporting 2019-20 data relative to CTE State Assessments and Program Quality Measures 5S1 (Credential Attainment) and 5S4 ("Other - State Assessments and Performance Based Measurements").

Credentials for Career and Technical Education
Credential opportunities should be provided if at all possible. It is best for students to have these opportunities to accomplish credentials that align to career goals. Many credentialing partners have made credential preparation content available free of charge so current students may continue learning virtually.

Course Sequencing and Prerequisite Considerations for 9th-11th Grade Students
Perkins V places a new focus on Career Pathways for CTE with specific sequences of two or three courses. PSUs will need to consider how best to prepare and place student's regarding content not covered during the 2019-20 Academic year. For example, if a student was enrolled in IC00 Construction Core and did not complete all of the NCCER modules required to earn the credential for this course, priority should be placed on the student completing the remaining

modules as soon as possible once enrolled in IC41 Electrical Trades I, IC21 Carpentry I, etc. so they are prepared for success in the subsequent course. Doing so will ensure that students have the opportunity to complete required NCCER modules and be successful in their next level course.

English Learners (EL)
Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs. EL programs must be reasonably calculated to enable EL students to attain English proficiency and meaningful participation in the standard educational program comparable to their never-EL peers.
https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap4.pdf

Exceptional Children (EC) Guidance
EC students are general education students first and will follow the same guidelines as above. When an LEA/Charter continues to provide educational opportunities to the general student population during a school closure, the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE. (34 CFR §§ 104.4, 104.33 (Section 504) and 28 CFR § 35.130 (Title II of the ADA)). SEAs, LEAs, and schools must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP developed under IDEA, or a plan developed under Section 504. (34 CFR §§ 300.101 and 300.201 (IDEA), and 34 CFR § 104.33 (Section 504)).

Graduation Certificate
If a student has been identified as a "child with a disability" as defined by G.S. 115C-106.3(1) and has not earned a high school diploma, a local board of education shall award the student a Graduation Certificate and shall allow the student to participate in graduation exercises, provided the student has satisfied local, nonacademic graduation requirements. The student can remain in school until the age of 22. The student can continue participating in remote learning activities until (1) the 2019-2020 school year ends, or (2) the parent and the LEA agree that the student is ready to exit.

Occupational Course of Study (OCS)
The SBE approved the reduction of the requirement of "225 of paid work hours" to "157 of paid work hours" for the graduating class of 2020. All other graduation requirements remain and follow the guidance provided above for grading for seniors. If a senior has not yet earned these paid work hours, a student has two options for completion during this school closure time period:

1. If the student is currently in a paid employment situation (i.e., restaurant, grocery store) these may be verified and counted towards the paid employment hours.
2. Alternatively, seniors following the OCS could earn credit towards the graduation work hours requirement through participation in activities targeting the essential employability

skills. Guidance and resources for this option are located in the OCS LiveBinder COVID-19 tab. https://www.livebinders.com/play/play?id=1996892

NCVirtual (NCVPS)
NCVirtual will prioritize transfer enrollments for seniors with an F as of March 13 in courses required for graduation. **The priority enrollment timeframe for senior graduation requirements will continue through April 3.** On April 6, NCVirtual will process all transfer enrollment requests in the order in which they are received. Students must be transfer students, i.e., they are currently enrolled in the course and have had instructional time with a teacher. Enrollments will not count toward the district's instructional projection for 2020-2021, thus not reducing classroom teacher allotment for the next budget year. All transfer enrollment requests should be submitted through the Virtual Support Center. Information on how NCVirtual will modify grading and reporting practices during this period of school building closure is located at https://ncvps.org/coronavirus-updates/.

Standards, Curriculum and Instruction
The NC Standard Course of Study standards are sequential in nature and cumulative across grade levels. The goal is for students to be career and college ready by the end of high school. While remote learning will continue through school building closures, formative assessments in the Fall will inform needed review and remediation for gaps in understanding due to the remote learning of the 2019-2020 school year and the COVID-19 crisis.

Efforts will be made throughout K-12 to provide additional opportunities for students to engage with course content missed during the COVID-19 crisis. These determinations are still being made on state and local levels but may involve a period of remediation prior to starting new course(s)/work.

Athletics
NC High School Athletic Association Update
Having heard the updated information relative to schools remaining closed until the middle of May, NCHSAA interscholastic athletics will remain suspended until at least May 18.

The NCHSAA Board of Directors and staff will use the next few weeks to weigh future decisions based on the new directions given by Governor Cooper, other government leaders, and organizations charged with public health and safety during this unprecedented time. Such decisions will include the possible resumption of spring sports' competition and the possibility of holding the state basketball championships.

While NCHSAA Board of Directors and staff remain hopeful that we will be able to resume competition, particularly for our senior student-athletes, they also recognize the need to protect the health and safety of our students, coaches and communities. Links to NCHSAA Websites:
https://www.nchsaa.org/news/2020-3-24/updated-march-24-commissioner-statement-coronavirus
https://www.nchsaa.org/about/news

National Collegiate Athletic Association (NCAA)
The NCAA Clearinghouse is used nationwide by students to become eligible for the NCAA Athletics. The Clearinghouse states that cancellations and changes related to COVID-19, are being closely monitored by the Eligibility Center (EC) for potential impacts on students and their ability to meet NCAA initial-eligibility requirements. For instance, both ACT and SAT tests have been delayed until June. Currently, they are in a holding pattern until the end of semester and academic year can be determined nationally. The EC will be posting more information in the coming days to assist prospective student-athletes and the high school community. We believe that an amount of latitude will be given and will continue to monitor all communications and updates as it relates to our students. Link to NCAA Eligibility Center:
https://web3.ncaa.org/ecwr3/

FREQUENTLY ASKED QUESTIONS

Deputy Superintendents Drs. Emory and Stegall have made a series of short YouTube videos addressing some of the typical questions received from students, families, and the field.

SENIOR/GRADUATION QUESTIONS
Note: A document will be released in April providing PowerSchool data entry guidance for more technical information.

Q1: Now that grades are determined, can we go ahead and graduate seniors?
A: No. NCDPI encourages that remote learning opportunities be available for seniors to engage students, continue student growth, and respond to social and emotional needs. This is inclusive of all student populations on the Future Ready Core and Occupational Course of Study pathways. School is not over; graduation will occur at the end of the school year. PowerSchool will have clear directions for grade entry and graduation procedures.

Q2: Do we go ahead and give seniors who are failing a WC19? Do we work with them to pass the entire course or just content to March 13?
A: No. Seniors who were passing a course as of March 13 will be issued a final course grade of "PC19", but those who were not passing as of that time shall be given an opportunity to work on improving their grade to a passing mark. The scope of content to be addressed is only up through that content addressed in the course by March 13, not the entire course. The grade of "WC19" could be used for a course that is no longer needed for graduation requirements OR at the conclusion of the school year for a student who was failing as of March 13 and did not take any action to remediate content despite the LEA/Charter's best efforts to support the student with remote learning opportunities during the extended school building closure period.

Q3: Are seniors who were passing courses as of March 13 able to continue working via remote learning to improve their grade?
A: Yes. LEAs/Charters are encouraged to provide remote learning opportunities to engage seniors, continue student growth, and respond to social and emotional needs. School is not over for students. For all spring courses, seniors will receive a grade of "PC19" or "WC19" for courses currently in progress on their transcripts, not the typical letter grade. All fall courses will receive traditional grades which count towards the student's GPA. The priority is for schools to provide an opportunity for those seniors who were failing to get to passing status.
LEAs/Charters may consider adopting an invitational approach to the learning opportunities for seniors during the school closure period. This could present a unique learning opportunity for seniors if approached realistically and strategically.

Q4: How does this new policy ensure that all seniors across the state are treated equally in the calculation for GPA?
A: All NC public school seniors are being treated equally in that the same grading system is being applied for all high school courses on transcripts using the "PC19" or "WC19" grades.

Even if a senior completes a course through CCP, AP, NCVPS, those final grades will still be a "PC19" or a "WC19" on the high school transcript.

Q5: How will Pass/Withdraw work for seniors in year long courses?
A: Due to the variety of high school schedules represented in North Carolina, NCDPI will be proportionally calculating fall grades into the GPA. For seniors in yearlong courses, the actual grade entered at the end of the first semester will be included in GPA calculations in parity with students in 4x4 block courses. The year-long course will essentially be divided into two half-credit courses determined by the semester break. A DTL PowerSchool guidance document is currently being created to provide additional technical information.

Q6: Will seniors lose any quality points (honors, AP/IB/CIE, CCP) that go towards their GPA?
A: Seniors will only receive a course grade of "PC19" or "WC19" for spring courses on the high school transcript. Spring courses will not be calculated in the GPA. All fall courses will receive traditional grades and will be calculated into the GPA with appropriate weighting.

Q7: If schools resume in-person instruction as planned on May 18, how should LEAs/Charters address concerns of having seniors back on campus who have essentially already passed all of their coursework for the year.
A: NCDPI expects learning and typical school activities to still continue until the end of the school year, especially if school buildings open on May 18, even though grades are already given. This is similar to a normal instructional year when an AP or CCP course ends before the other courses but seniors still come to school for certain activities and projects. In this extraordinary situation, it is important to consider these students' social and emotional needs, as well. This short time could prove extremely valuable as a time to celebrate our seniors and to bring some sense of normalcy for them before they move on to life after high school.

Q8: If college course grades are not on the high school transcript, will this impact the student's ability to obtain or transfer their degrees or credits?
A: No. The college transcript has always been and remains the authoritative source of grades for college courses.

Q9: Can seniors earn traditional grades through NCVPS, CCP, a virtual academy, or Charter school if they complete the course?
A: No. Seniors will only earn a "PC19" or 'WC19" for spring courses on their transcripts. There are no exceptions.

Q10: In your discussions with the UNC System, how will students be impacted?
A: NCDPI is having continued discussions with the UNC System and NCICU Admission Directors/Enrollment Managers. Both IHE groups see the plan for seniors to be reasonable and do not foresee any impact on students who have already been admitted to their IHEs. For students who are waitlisted, NCDPI and the IHEs are having discussions on how to gather further information regarding a student's achievement and growth. NCDPI has brainstormed

with the IHEs on different ways to do this and IHEs are committed to work with students. The UNC Board of Governors has also responded to COVID-19 by approving new Minimum Admissions Requirements *effective immediately* in light of the current public health crisis*.* A student may meet MAR by either the high school GPA "**or**" standardized test score to be considered for admissions rather than "**and**" which was the prior policy. For more information, see the UNC System Office policy manual and go to Chapter 700.1.

GRADES K-11: EVALUATION OF STUDENT PROGRESS QUESTIONS

Q11: Does an LEA have to provide the same remote learning experience for all students?

A: No. This will depend on the home environment and needs of the students. Just like schools/teachers differentiate for learning during the typical school experience in the building, that will need to happen in this remote learning environment as well and will need to consider diverse learning needs, including those of EC, EL, AIG, etc.

Q12: Should an LEA/Charter stop teaching if one student in the LEA/Charter does not have access to a device?

A: No. It is paramount that remote learning continues. LEAs/Charters are encouraged to use all resources and equipment at their disposal to ensure learning during this public health crisis.

- NCDPI is pleased to hear that some LEAs/Charters are loaning out their school-based laptops for student use; feeder elementary schools' laptops are also being considered for use by upper grade levels.
- For some students, remote learning may be individual sessions over the phone and for for others, a zoom class may work, and for others, an assignment via email may work. It is SBE policy that no grades be given if learning is not accessible for all students involved in the class; this does not include extenuating circumstances like illness of a student or refusal of a student to complete work.

Q13: Does 'accessible by all students' mean providing school-owned laptops or other devices to the students for remote learning at home?

A: Not necessarily. NCDPI encourages LEAs/Charters to provide a variety of remote learning opportunities to engage all students, continue academic growth, and respond to social and emotional needs. Remote learning is defined as learning that takes place outside of the traditional school setting using various media and formats, such as but not limited to: video conference, telephone conference, print material, online material, or learning management systems. NCDPI does encourage the use of all available devices possible for student use. And use of print materials or other differentiated assignments may be required to support individual student needs.

Q14: Now that seniors are getting "PC19"s, do we evaluate students in grades 6-11 the same way?
A: No. School is still on for learning. If the critical factors are met for remote learning, LEAs/Charters may assign grades in the format the school already uses for grades 6-11 to evaluate progress. If the above critical factors are not met, student grades will not be negatively impacted; feedback is still expected. In the event NC public schools do not reopen for face-to-face learning after May 15, additional statewide guidance for final grading to ensure equitable treatment for all students will be provided by the State Board of Education.

Q15: Does remote learning content allow for instructor-based decisions? Could this expectation include new content? Make-up work? Alternative assignments?
A: Yes. This is instructor-based with district guidance. Even though buildings are closed, school is still on. Be responsive to remote learning factors based on the individual student needs, especially those related to the home environment, and continue student learning.

Q16: What are some examples of schedules or an advised amount of time children should spend online for remote learning?
A: Please visit the NCDPI Remote Learning website for [instructional resources](#) and [parent resources](#) that address this topic. The experience should include accommodations/modifications commensurate with the student's unique needs identified in any specialized educational plan.

Q17: What if my LMS or teacher wants to assess student progress on individual assignments?
A: This is absolutely possible. If the critical factors are met for remote learning, LEAs/Charters may evaluate student learning in the format the school already uses. In the event NC public schools do not reopen for face-to-face learning after May 15, additional statewide guidance for final grading to ensure equitable treatment for all students will be provided by the State Board of Education.

Q18: The guidance from NCDPI states that if the critical factors for remote learning cannot be met, student grades will not be negatively impacted. Can it be inferred, that students' grades may be improved under these circumstances?
A: School is still on for learning. Student grades can improve and the content can be new content. It is important to consider the critical factors for remote learning in determining how grading will occur locally. Remote learning can be differentiated in the same classroom. For example, if a teacher has 20 students in her biology class and knows two students who do not have internet access, in some cases, she can differentiate the assignment so that those two students have another reasonable way to complete it via paper/pencil, phone, etc. If one of those two students simply refuses to do it and could reasonably have been expected to complete the assignment, that does not prevent the other 19 students from getting a grade. An instance where a teacher should not grade an assignment at all would be if the teacher really cannot be sure that it was reasonable to expect completion by the whole class considering the critical factors for remote learning.

Q19: Will students in grades 9-11 who are able to complete the course receive honors, AP/IB/CIE, and/or CCP credits?
A: As of now, students in grades 9-11 are still receiving regular grades for the courses they are in if the critical factors for remote learning are met. Therefore, the additional quality point system for honors and college-level courses still applies. It is important to note that the SBE may need to revisit the current policies in place if there is no return to face-to-face instruction in May 2020.

Q20: How will CCP students' grades be handled?
A: If a grades 9-11 CCP student completes CCP course, the course will follow the same guidelines as all other high school courses on the high school transcript. If the student does not have the opportunity to access or is unable to access college coursework, NCDPI will "separate out" the dual enrollment. If a student completes the course, the earned college grade will appear on the college transcript. The college transcript is the authoritative source for college grades. [Please see CCP COVID-19 Guidance for more information.](#)

Q21: What codes are to be used for promotion / retention of students for the 2019-2020 school year?
A: School is still on for learning. Continue to follow best practices to ensure student success. There has not been any statewide direction altering promotion and retention policies at this time.