

# Remote Instruction Annual Plan Report

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# Remote Instruction Plans

Provides guidance for quality remote instruction by establishing submission of remote instruction plans to prepare PSUs to use remote instruction during emergency closures (e.g., severe weather, power outages, emergencies)

Limits use to:

- **15 days / 90 hours** for PSUs with a Good Cause Waiver
- **5 days / 30 hours** for all other PSUs





# Annual Remote Instruction Plan Requirements

Each **PSU** must submit a plan to the State Board by **June 30** that includes:

- Instructional and Technology resources
- Training and communication for staff, students, and families
- Attendance tracking and reporting procedures
- Staff roles, expectations, and accessibility
- Standards-aligned instruction and learning expectations
- Options for students with limited internet connectivity
- Services and accommodations for students with disabilities (IEPs/504)

[View Submitted Plans Here](#) by PSU, LEA, Charter

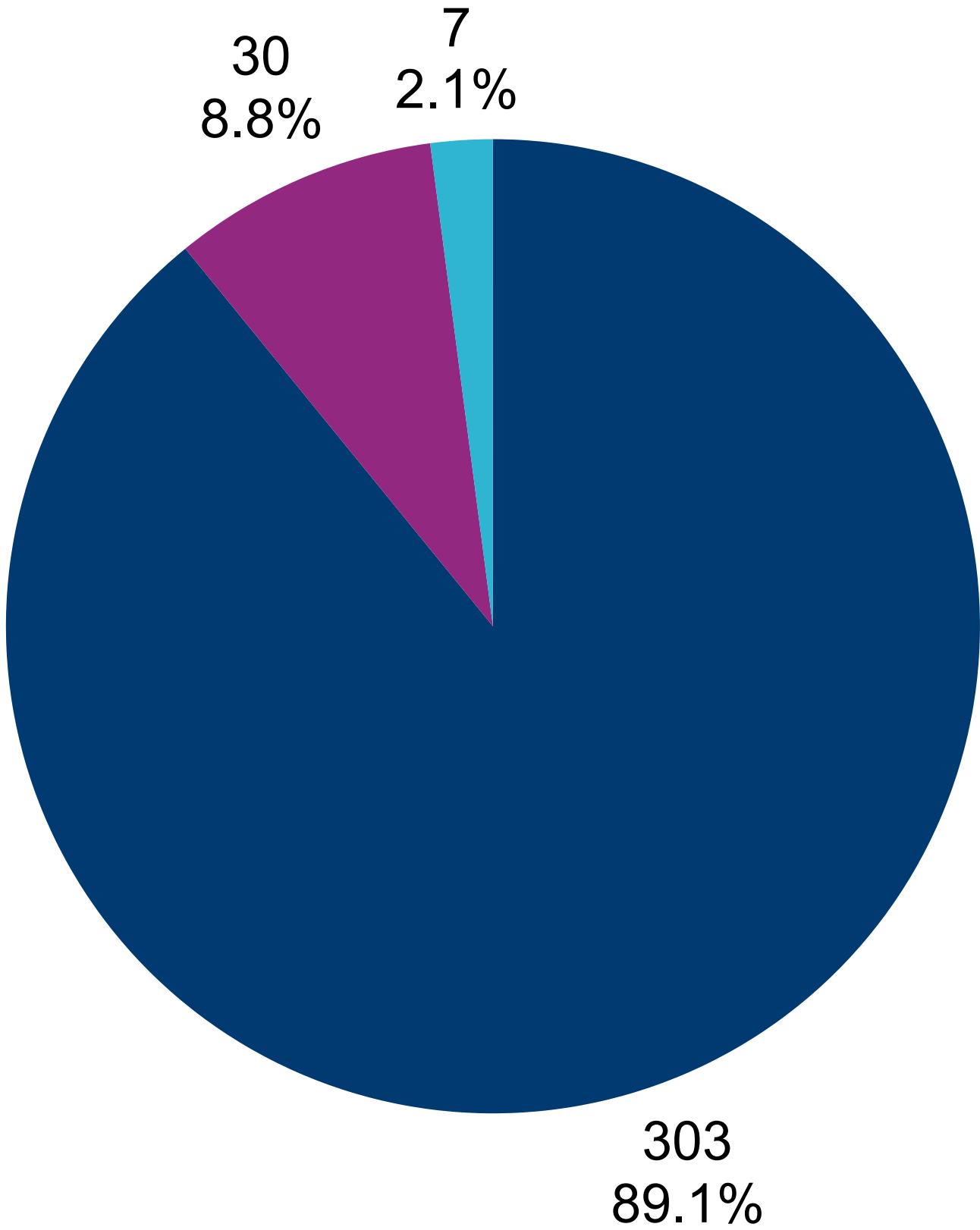
# Report Findings

# Remote Instruction by the Numbers

## 2026–2027 Plan Submissions

- 303 Public School Units submitted an approved remote instruction plan
- 30 PSUs opted out
- 7 No Response

PSUs includes LEAs, Charters and Lab Schools



# Strengths Observed (2025-26)

## What worked well

**Strong preparation and communication helped PSUs keep learning moving during disruptions.**

**1**

### **Planning and Readiness**

Clear procedures, digital platforms, and staff roles were in place before closures occurred.

**2**

### **Effective Communication**

Staff and families received timely information about schedules, expectations, and access.

**3**

### **Continuity of Learning**

Instruction continued during weather closures and other unexpected disruptions.

**4**

### **Resource Distribution**

Devices, hotspots, printed materials, and technical support were provided where needed.

# Challenges to Address (2025-26)

## Where support is needed

The challenges are not barriers to remote instruction. They point to where guidance, capacity, and targeted supports matter most.

1

### Inconsistent Internet and Connectivity

Reliability and access varied across homes and communities.

2

### Variable Student Engagement

Participation depended on age, course design, routines, and home support.

3

### Logistical Support for Families

Families needed clear schedules, expectations, technical help, and flexibility.

4

### Support for Special Populations

Students with specialized services required more individualized planning.

5

### Staff Capacity to Oversee Instruction

Monitoring instruction, attendance, communication, and support added workload.



# 2025-26 Trends

## Standardization of Digital Ecosystems

PSUs are reducing confusion for families and staff by using standardized tools and processes.

## Developmentally Appropriate Instruction

Remote learning models increasingly vary by grade span, student need, attention span, and available home support.

## Staff Expectations and Professional Learning

PSUs have established clearer expectations for remote instruction days.

## Request for Additional Flexibility and Cost for Remote Instruction Plans

Additional flexibility would help manage days out without extending the school calendar.  
Evaluate the overall cost for Remote Instruction days.



# Questions