

Onslow County Schools

Elementary Schools Blended Learning Expectation

2020-2021

Equity and Accessibility

To ensure equity and accessibility to support blended learning, Onslow County Schools will provide:

- Consistent expectations across school sites
- Student access to devices, internet, and core resources
- Intervention and enrichment support
- Daily schedules to accommodate student/family needs on remote days
- Time-on-task expectations to allow students to learn the content standards
- Avenues to report learning concerns to teachers, parents, principals, and district

Weekly Learning Schedules

In-person Days (Monday & Tuesday Cohort A, Thursday & Friday Cohort B)

Teachers present concepts and skills through direct instruction and mini-lessons. Teachers provide modeling, guided practice, utilize manipulatives, and provide small group instruction. Students participate in an optional "Live" Morning Meeting with Cohort B students (when students and teacher are ready).

Wednesdays (Joint Remote Day for Cohorts A & B)

Students are engaged in remote instructional activities (2-3 hours K-2; 3-4 hours 3-5) based upon age/appropriateness. Students participate in an online "Live" Morning Meeting with the teacher and students from Cohort A and B. Engagement in whole class and/or small group lessons with teacher and students from Cohort A and B. Online Social-emotional activities and lessons, as well as optional on-line K-2/3-5 encore/enrichment classes at designated times. Wednesdays are designated WIN Day (What I Need) and may change weekly depending upon the needs of individual students.

Remote Days (Thursday & Friday for Cohort A, Monday & Tuesday for Cohort B)

Students will work on independent practice of taught concepts with the use of manipulatives and materials provided. Students complete computer-based programs and remote assignments (this will also allow for enrichment or remediation of curriculum). Students view pre-recorded lessons from teachers (not necessarily assigned teacher) to review or supplement instruction provided during face-to-face sessions and/or introduce additional content. Students submit remote work for teacher feedback. Students participate remotely in an optional "Live" Morning Meeting with Cohort B (when students and teacher are ready). All students working remotely must have necessary materials an access to all related instructional aids.

Learning Management System

Microsoft Teams is the district-wide learning management system (LMS) for publishing instructional information online. It is highly interactive, offering instructors a central online resource to provide students with access to instructional materials (e.g., live lessons, morning meetings, assignments, assessments, etc.). It also offers a robust set of features including simple site design, the ability to send announcements or hold discussions, easy incorporation of media, accessible learning analytics, and online grading capabilities. The district-wide implementation of Microsoft Teams is designed to ensure consistency of teaching, learning, and equity throughout the district in all grades K-12.

- A suggested daily schedule for remote learning will be provided for elementary students. In addition, advance notice will be given for any "live" lessons or activities scheduled throughout the week.
- Suggested remote schedules for elementary students should not exceed the specified remote learning time. Optional activities may be in addition to regularly scheduled instruction. Suggested schedules should be developmentally appropriate and allow time for breaks between instructional activities.
- Teachers will work within data teams to design lessons aligned to the district's priority standards, utilizing high-yield instructional strategies, monitoring student progress, and differentiating instruction based on student learning needs.
- Parent/Student School Training Modules: Students and families should learn about Microsoft Teams and obtain the login and access information during the classroom level orientation.
- District designed professional learning sessions and modules will focus on Microsoft Teams along with other remote learning expectations.

Device and Materials Distribution

Onslow County Schools will provide devices for all students to ensure each learner has access to live and remote learning opportunities. The device plan is as follows:

- In grades 1-5, students are provided with a laptop. Kindergarten students will receive iPads.
- Device and material pick-up dates are being scheduled and additional information on device distribution will be provided by the school.
- MiFi hotspots will be available for distribution to families without reliable high-speed internet.

Grading and Assignments

- Grading practices will be developed and communicated to students & parents in accordance with OCS Board Policy 3400.
- Grading shall communicate student progress towards standards mastery and serve as a measure of what students have learned.
- Schools will assignments, quizzes, and assessments are balanced and provide quality feedback.
- Grades will be recorded in PowerSchool for students in grades 3-12 and may viewed by students/parents in the PowerSchool Portal which will be updated weekly.
- Grading practices will address due dates, protocols, and submissions.

Professional Development Focus

To support our educators in a remote learning environment our focus areas are:

- Implementing the OCS Instructional Framework in the classroom and in remote teaching and learning.
- Implementing instructional practices that are engaging and equitable for all students.
- Providing teacher support for the effective use of digital teaching and learning strategies.
- Providing leadership support on ways to coach teachers, monitor student progress, and lead during change.
- Establishing and maintaining family partnerships focusing on educating the whole child.

Special Population AIG, EL, and EC

Academically Gifted

- AIG Specialists will continue to provide instructional support to elementary schools.
- Identified AIG students will receive services as outlined in their Differentiated Education Plan. This plan is to be revised annually to reflect support in their learning environment.
- AIG-identified students in grades 3-12 will continue to be grouped using either cluster classrooms, pull-out (virtual and/or face-to-face) or subject acceleration.
- Specialists will support gifted learners academically, socially, and emotionally.

English Learners

- English Language Learners (EL) support services will be scheduled.
- EL teachers will collaborate with school administrators and teachers to identify the most appropriate service delivery format that ensures maximum student support and learning.
- Parents of students identified as English Learners (ELs) will receive notification of the EL service(s) their child will receive once the EL schedules are finalized .

Exceptional Children

- Exceptional children will receive services designed to meet their individual needs as identified in their Individualized Educational Plans (IEPs).
- During remote-only instruction, EC students will follow the schedule of the school and be provided services following the same format as the schedule would allow during face-to-face instruction.
- Students at the resource or inclusion services will follow the appropriate schedule and separate classes will mirror the school schedule.
- Students may receive related services through Microsoft Teams during remote learning.
- If a student's IEP cannot be implemented as written, the IEP team will need to reconvene to discuss service delivery options with the parent.