Onslow County Schools
Secondary Schools Blended Learning Expectations
2020-2021

Equitable Access and Opportunities

- Consistent and common expectations across school sites
- Student access to devices, internet, and core resources
- Tiered intervention and enrichment support
- Daily schedules for students
- Student mastery of the content standards
- Minimum and maximum assignment requirements
- Systems to report concerns to teachers, parents, principals, and district

Remote Learning

Remote learning is when a student is not physically present in the traditional education environment. Information is relayed through technology, such as discussion boards, video conferencing, and online assessments. Remote Learning can occur synchronously with real-time peer-to-peer interaction and collaboration, or asynchronously, with self-paced learning activities that take place independently of the instructor.

Learning Schedules on Remote Learning Day

Monday, Tuesday, Thursday & Friday

Middle School
- 3 hours synchronous
- 2 hours asynchronous

High School
- 4 hours synchronous
- 2 hours asynchronous

Wednesday
Schools will provide a flexible learning environment where teachers and learners have choices about where, when, and how learning occurs.

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 all of their course-related materials (e.g., lecture recordings, quizzes/exams). It also offers a robust set of features including simple site design, the ability to send announcements or hold discussions, easy incorporation of media and accessible learning analytics. 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.

- Teachers will work within data teams to design lessons aligned to the district's priority standards, utilize high-yield instructional strategies, monitor student progress, and differentiate 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 course 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 6-12, students are provided with a laptop.
- Device and material pick-up dates are being scheduled before the start of school. More information forthcoming.
- Instructional materials will be provided along with devices. Materials may include consumables, manipulatives and necessary supporting resources.
- MiFi hotspots will be distributed based on survey data in the high schools and homeroom teacher recommendations in middle schools.

Virtual School for Secondary Students

Onslow County K-12 Virtual School will provide:

- Asynchronous and synchronous approach
- Personalized learning
- Flexible learning environment
- Microsoft Teams learning platform
- Edmentum Courseware

Grading and Assignments

- A uniformed grading structure will align to board policy 3400.
- Grading serves to communicate progress of standards mastery.
- Grades will be used to measure what students have learned.
- Schools will assure assignments, quizzes, and assessments are balanced and provide quality feedback.
- Teachers in grades 6-12 record grades in the PowerSchool Grading System.
- Parents and students in grades 6-12 may view grades in the PowerSchool Portal which will be updated weekly.
- Teachers will address due dates, protocols, and submissions.

Professional Development Focus

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

- The OCS Instructional Framework in the classroom and in remote teaching and learning
- Instructional practices that are engaging and equitable for **all** students
- Teacher support for the effective use of digital teaching and learning strategies
- Leadership support on ways to coach teachers, monitor student progress, and lead during change
- Family partnerships that focus on education of the whole child

Special Population AIG, EL, and EC

Academically Gifted
- AIG Specialists will continue to be assigned to support middle schools. Each specialist will support two to three middle schools. Classroom teachers will collaborate with the AIG specialist to design lessons and learning environments that best meet student needs.
- Each identified AIG student is required to receive services as outlined in their Academic Blueprint (Differentiated Education Plan). This plan is to be revised annually to reflect support in their learning environment.
- AIG-identified students in grades 6-12 will continue to be grouped using either cluster classrooms or subject acceleration. Teachers serving gifted students should meet the local requirement.
- AIG specialists at the middle school level will gather resources, co-create units, assist teachers with implementing high-yield instructional strategies, develop acceleration plans, support teachers with instruction of small groups, and support students through Microsoft Teams and face-to-face as possible.
- Specialists will support gifted learners academically, socially, and emotionally.

English Learners
- English as a Second Language (ESL) support services will be scheduled.
- ESL 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 ESL service their child will receive once the ESL schedules are finalized.

Exceptional Children
- Exceptional children will receive services designed to meet their individual needs and address the mandates of their Individualized Educational Program (IEP).
- During remote learning, EC students will follow the schedule of the school and be provided synchronous and asynchronous instruction following the same time format as the schedule would allow during face-to-face instruction.
- Students who are served through 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.