

NORTH SHORE HIGH SCHOOL

REMOTE LEARNING PLAN

2020-21 SCHOOL YEAR

North Shore High School (NSHS) proposes to use direct, on-campus learning in keeping with its adopted education plan where possible during the 2020-21 school year. However, NSHS intends to offer a virtual academy option for students with personal or health situations that warrant such an option for the school year or portion of the school year. NSHS will also deliver instruction through hybrid and/or virtual academy options if full- or partial-closure of campus is deemed necessary due to communicable disease outbreaks, health department or Governor's orders, or administrative decision based on safety and health interests of our students, staff, and community. Details of these plans are included in the sections that follow.

I. DESCRIPTION OF HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DETERMINED AND DOCUMENTED

Upon enrollment, students start a streamlined orientation process that identifies and documents individual student needs. This process includes meeting with support staff members and participating in academic assessments and career interest surveys. This meeting may be conducted digitally when necessary due to a student illness or city, state, federal or local government recommendations to perform "social distancing" habits. To develop a student success plan for each student, the school has a purposeful system for identifying students' present level of academic performance and need for support service.

The student success plan is based on identified individual student needs and includes the following components.

- Student Information and Academic history
- Student Post-Secondary Plan/Goal
- College and Career Interest Survey Data
- Initial Mentor Meeting Notes
- Principal Meeting Notes
- Re-engagement Plan with student "local advocate" contact information
- Course Road Map with transcript
- NWEA MAP in Reading and Math
- Reasons for dropping out
- Current activities and time commitments (working, parenting)

During the intake process, the school will also establish a variety of different contact sources for the students through the use of a "local advocate" information sheet, by gathering contact information of parents, grandparents, employers, counselors, and other community members that are involved in the student's life.

The school will upload academic assessments, progress data, and transcripts into the LMS that teachers will use this to guide course selection. LMS will include a dashboard that provides teachers student progress data and standard aligned sequence lessons, aligned to student's needs. The school will use the LMS to engage students in live taught virtual lessons. Each live taught lesson will include a post assessment period in which teachers will make cross connections between different class content. The student dashboard will also include the student daily goal and upcoming courses. This approach is a student-centered approach, that will help students set post-secondary goals and receive meaningful feedback about their academic progress each day.

II. METHOD TO DETERMINE COMPETENCY, GRANT CREDIT AND PROMOTE STUDENTS TO A HIGHER LEVEL

Student competency is determined by students mastering a majority of learning standards in a given course area, as evidenced by a passing grade of 60% or higher. Students are granted course credit in accordance with Board policy when a qualified teacher determines they have completed a course with a passing grade. Students are promoted to a higher grade level when they earn the number of credits toward graduation specified on Board policy.

III. ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES

Students are considered present based on participation that meets or exceeds 25 hours per week, based on the total of the following:

- Computer login/logout totals.
- Progress in offline projects and assignments that have been reviewed by a qualified teacher for estimated time.
- Time spent in synchronous class meetings or conferences.

Attendance will be tracked in hour increments and verified weekly to EMIS. The school will abide by the 72-hour rule. Students who do not login, document offline assignments, or attend synchronous class meetings will be marked absent. The school will maintain records of student sign in and teachers will document time spent on offline work and synchronous class meetings.

IV. STUDENT PROGRESS MONITORING

Students will be effectively assessed in an online environment through a variety of means, keeping consistent with in class methods. Methods of assessment will be chosen based on student learning needs and objectives. Feedback in an online environment will include digital video messages providing praise, text messages using Remind, or live video conferencing with teachers and other students. Teachers will choose to utilize both formative and summative assessments that utilize voice and video chat. Teachers will provide students with detailed and explicit rubrics along with a video tutorial to best communicate student expectations. Teachers will utilize formative assessments, such as self-check quizzes, to determine further intervention and/or altered lesson approaches. Summative assessment strategies via online instruction can include, but are not limited to the following: online quizzes, dialogue to include open ended questions, dialogue simulations to address career tech and vocational skills, forum posts to encourage peer to peer engagement, and online games and activities. Students that are not progressing will be referred to NSHS's RTI team and research-based interventions will be provided.

All accommodations and modifications will be provided throughout the remote learning process for students with disabilities. Because all students come from different learning environments, Teachers will work with parents and students to best accommodate the needs of each student. All completed work will be accepted. Students identified as gifted will focus on enrichment activities. Enrichment activities will provide students the opportunity to become acclimated with the online learning process. Activities provided will include, but not limited to: podcasts, virtual field trips, and mini projects, all via sites such as google classroom, google meet, and/or flipgrid. Teachers will conduct weekly check-ins with both parents and/or students to discuss weekly progress towards goals. Should the need arise, other related services will be provided with active engagement from the parents and IEP team. As needed, students will be provided with visuals, routines, and schedules (to include accessible

websites, videos, documents, and teacher recorded videos and lessons) Students who are not progressing will be referred to the school's RTI team and research-based interventions will be provided.

V. ASSURANCE OF EQUITABLE ACCESS

North Shore High School will provide necessary resources to be sure all students have access to remote learning. The school is seeking to acquire student hotspots to provide internet access to students who require remote instruction. In addition, the school will supply appropriate electronic learning devices such as laptops and/or Chromebooks. To address specific subgroups, such as students with IEPs or English learners, NSHS will continue to provide periods of related services according to their IEP, as well as supplemental services to continue to adequately meet student needs. Students who have been referred to the NSHS's RTI team will continue to receive research-based intervention. North Shore High School will seek to provide an on-site learning lab for students who lack technology or require additional on-site interventions.

VI. DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT

The school uses a blended model of professional development to deliver and support relevant learning opportunities for teachers, as well as all staff. The methods of delivering the programs will include, but not be limited to large groups, small groups, individuals, and electronic functions such as development and training through computerized programs, video conferencing, and web-based delivery.

The school's calendar has been designed to accommodate days for professional development activities by scheduling non-student days. In addition, professional development sessions will be held after school at least once per month for the months of September through May. A minimum of one day per week after school will be devoted to staff meetings, child study team meetings, parent conferences, professional learning community (PLC) meetings, and professional development training sessions. Staff development meetings will be scheduled at pre-School start-up times and then periodically throughout the school year. Staff will attend, as directed, per their position/perceived need. The school will utilize resources and funding available through federal programs, the education management organization, sponsor, and state department. Additionally, we will use the local education service centers and access training provided on regulatory academic instruction. Topics that will be addressed through professional development will include, but are not limited to the following:

- Training in remote learning best practices and online curriculum and instructional tools.
- Training in aligned formative and summative assessments and progress monitoring.
- Training in COVID-19 safety and health guidelines, prevention, and outbreak management.
- Mandatory Training specified in Ohio law (i.e. mandatory reporter, child abuse prevention, etc).

Date of Board Approval: 8/19/20

Authorizing Signature for the Board: Jason Cooper

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