

## **Hanover High School Home Learning and Academic Plan**

In order to sustain teaching during our extended school closure, all educators worked collaboratively to create a detailed academic plan. The academic plan for HHS will function around these common expectations, many of which are further explained in the document:

### **General Education Teachers**

- Students will be assessed using a credit / no credit system.
- Students will be assessed based on the completion of work and students' adherence to course expectations.
- Students are expected to log on, on a daily basis, and to put forth effort in all classes in accordance with teacher expectations.
- Teachers will provide weekly agendas posted to Google Classroom or emailed directly to students and parents, prior to school every Monday.
  - a. Agendas will preview content and remote learning modes to be used during the week. Agendas will also include the academic work for the week, which will be in a variety of teacher-determined formats.
  - b. Weekly agendas will be provided over the next 10 weeks, taking us to June 12th.
- Teachers will communicate daily with their students. Daily communication can take many forms, including: email, phone calls, discussion boards, video conferencing, posting material, as well as providing feedback and responding to questions through email or Google Classroom.
- Teachers will provide parents and students weekly four-hour availability windows for student questions, course facilitation, or other real-time communications based on the following department-based schedule:
  - a. Mondays & Wednesdays: Science, Technology, Engineering, Math, Business
  - b. Tuesdays & Thursdays: English, Social Studies, Foreign Language
  - c. Fridays: Art, Music, Physical Education
- Teachers will require students to submit evidence of their work each week. It may include a single submission or multiple submissions. It could also be in the form of a culminating assignment submission for the week and may be assessed independently of the week's activities and assignments, or in conjunction with them. Teachers will review the student work each week and provide a weekly assessment.
  - a. Students in grades 9-11:
    - i. In 5.0 credit courses there will be ten (10) "grades"
    - ii. In 2.5 credit courses there will be five (5) "grades"
  - b. Students in grade 12:
    - i. In 5.0 credit courses there will be seven (7) "grades"

ii. In 2.5 credit courses there will be four (4) “grades”

- The assignment “grades” used during school closure will only include the following codes: EE, ME, PM, and NM. The codes are designed to provide feedback, indicating the student is Exceeding expectations, Meeting expectations, Partially meeting expectations, or Not meeting expectations. At the end of the term, students not meeting expectations will lose credit points for the course.
- During the school closure, assignment “grades” will not contribute towards term grades, or report cards grades. GPAs will not be impacted.
- Our teachers will utilize their best judgement regarding the introduction of new standards, concepts, and content. These decisions will be made based on the required standards of the course, the level of the course, and in collaboration with our special education staff to ensure equity and access for all students to the best of our ability.

## COURSE EXPECTATIONS

Over the past few days, several teachers who share common classes connected with one another to draft common **Course Expectations** for all classes. Singleton teachers, or those unable to collaborate, worked independently in the creation of these guides.

These guides include teacher-determined academic pursuits that embody the essentials of the course, based on both previously learned and also anticipated course content and skills. Student completion of these activities and/or performances in support of course essentials will provide students opportunities to demonstrate satisfactory acquisition of the content and skills deemed necessary by the teachers for advancement into the next grade level of the subject area.

### **Guides:**

These guides provide an outline of the anticipated curriculum the teacher plans to cover over each of the 10 weeks. The guides are meant to outline the essentials of the course. They include a brief explanation of each week's focus, provide a delivery preview and the assignment(s), and they articulate what it will look like for the student to earn a grade of "Meeting Expectations". Here are some examples:

**Week:** April 6 - 10

**Topic:** Pairing Golding's *Lord of the Flies* with modern political essays.

**Overview:** Chapters 1-4, Bloom Literary Criticism, Modeling of Rhetoric: Roosevelt speech

**Assignment:** An analysis paper no fewer than 6 paragraphs of academic length 10-14 sentences. All work must be original. Paper Question: Is the human need for power timeless and immune to situational and personal exemptions?

**Week:** April 13 - 17

**Topic:** Modeling real-world data with exponential and logarithmic functions.

**Overview:** Pre-recorded videos from my dining room, Google Sheets, Problems 3-17

**Assignment:** Students need to attempt all problems, completing at least 10

## WEEKLY AGENDAS

You will be receiving the teachers' course expectation guides in the form of weekly agendas posted every Monday. Agenda postings on a weekly basis give teachers, the kids, and the parents parameters for time management. Weekly agendas will be posted to Google Classroom or emailed directly to students and parents, prior to school every Monday. Agendas are simply a more detailed weekly breakdown of the course expectation guide, and they will:

- preview content and remote learning modes to be used during the week;
- will include the academic work for the week, which will be in a variety of teacher-determined formats;
- Will include what, exactly, will be considered in that week's assessment;
- will include clear expectations for each week's assignment stating the quality of work necessary to receive the designation: Meeting Expectations.

For a 5.0 credit course, the weekly agenda is designed for approximately **150 minutes/week** worth of work and investment of time. Beyond the 150 minutes, teachers will also state their office hours on their designated days (see above) wherein they will be available for student questions, course facilitation, or other communications.

For 2.5 credit courses, the weekly agenda is for approximately **75 minutes/week** worth of student work and student investment of time. Beyond the 75 minutes, teachers also will state their office hours on their designated days (see above) wherein they will be available for student questions, course facilitation, or other communications.

Teachers may be inclined to host Virtual/Visual Check-ins, lectures, or discussions – all great for bridging that interpersonal gap – and the times of these will also be posted on the Monday Agenda so students can balance their courses.

**Quick Note:** To help you to decipher which correspondences are for which child and which course, when posting or emailing students and parents, teachers will generally use the following format for the email's subject: ***HS Algebra 2, Mr. Plummer, Week of April 6-10***

## GRADING & REPORT CARDS

### Grading and Make-up Policy – For School Work Prior to the Closure (prior to March 12th)

- Teachers can grade assignments and enter those grades into Aspen.
- For assignments prior to March 12, 2020 – if a student has work missing, it may or may not be possible to make it up. Students can ask their teacher for make-up work. Similarly, teachers can ask students to do make-up work. However, if it is not possible for a student to make up the work, the grade will remain blank. No zeros will be entered in Aspen.

### Grading Policy – For School Work During Closure (April 6th - May 4th)

- At the end of the term, students not meeting expectations will lose credit-points for the course.
- Teachers will use Aspen to track the weekly “grades” using the following codes: EE, ME, PM, and NM. The codes are designed to provide feedback, indicating the student is Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, or Not Meeting Expectations.
- Teachers can also review student assignment submissions and provide informal feedback, e.g., “great job,” or “you’re on the right track,” or “not close,” or “please see my annotated notes,” or “please spend more time on your thesis statement.”
- Teachers can correct student work for accuracy for the purpose of progress monitoring ONLY. Teachers, students, and parents should know that any assessment recorded in Aspen for assignments completed during the closure is formative only and will not be counted towards term or report card grades.
- Weekly assignments will be tracked in Aspen. Here is an example:

Closure T4 	04/10 SC0 Closure 4 pts.   	04/17 SC1 Closure 4 pts.   	04/24 SC2 Closure 4 pts.   	05/01 SC3 Closure 4 pts.   	05/08 SC4 Closure 4 pts.   
	EE	ME	PM	NM	
	4.0 EE	3.0 ME	2.0 PM	1.0 NM	

- If progress monitoring accuracy grades are also entered in Aspen, it’s important to remember that the calculated T4 average column is to be ignored.

T4 	04/10 SC0 Closure 4 pts.   	04/17 SC1 Closure 4 pts.   	04/24 SC2 Closure 4 pts.   	05/01 SC3 Closure 4 pts.   	05/01 Circles 2 Home 10 pts.   	05/05 Circles 1 Classwork 10 pts.   
77.1 C+	EE	ME	PM	NM	7	8

### **End of Year Report Cards**

- For the 2019-2020 school year, we plan to issue term 4 report cards
  - Letter grades only (A+,A,A-,B+,B,B-,C+,C,C-,D+,D,D-,F, P,M,EX, and I)
  - For final grade calculation purposes, numerical (report card) grades in Aspen will be converted, using the following values:
    - A+ (100), A (95), A- (91)
    - B+ (88), B (85), B- (81)
    - C+ (78), C (75), C- (71)
    - D+ (68), D (65), D- (61)
    - F (55)
- For report card purposes, final grade calculations will be determined after a thorough analysis is done of T1, T2, and existing T3 grades, along with T4 (credits earned or not earned) - but the exact formula remains to be determined. More on this in the coming days.

### **Final Exams**

- There will be no final exams at the high school. Instead, students in grades 9-11 will be offered the opportunity to participate in subject-specific standardized assessments to be utilized diagnostically. These will not be graded; instead, students and teachers will use the results to identify strengths and areas for improvement. More details will be provided in May.

## **College and Career Guidance and Adjustment Counseling**

Our initial Government mandate closed all schools from Tuesday, March 17<sup>th</sup> until at least April 6<sup>th</sup>. During this time, it was an expectation of the State that schools offer enrichment materials and activities to students. With this in mind, educators across the district developed innovative, new, and thoughtful ways in which to engage students. In step, our guidance teams created and put forward meaningful ways in which to connect with students. During this initial period of school closure, our counselors provided students, parents, and families with resources and referrals when assistance was needed or when families had any concerns regarding mental health. The anticipated brevity of our closure suggested no urgent need to provide direct mental health counseling to students through email or telephone.

With the most recent extension to school closure, however, many require more direct and more expansive resources. As our present circumstances persist, there's an evident and greater urgency to attend to the mental health and well-being of our students, necessitating direct mental health counseling to those in need.

During this time of social distancing and staying at home, many students may begin to feel increased anxiety, feelings of distress, and a sense of social isolation. In such cases, students will need social and emotional support. They'll need to sustain contact with others and maintain a sense of community. As we work hard to advance each student academically in this time of home learning, it's equally imperative to care for each student's mental health and well-being.

Our school counselors embrace the present responsibility to continue to provide school counseling in support of all students in academic, career, and social/emotional development that would emulate, but not replicate, school counseling that would ordinarily take place in a face-to-face environment. To this end, counselors may choose to connect with students via phone, email, and/or video. Depending upon the nature of the students' needs, counselors and students can decide together which mode of communication works best for them – which may include but not limited to synchronous and/or asynchronous conferencing, one-to-one sessions, or even small group workshops.

Regardless of the agreed-upon mode of communication, all parties must abide by our acceptable use policy, and in any instances of synchronous communication will adhere to the policies and expectations as expressed in the district's disclaimer for participation.

Whether school counseling is offered synchronously or asynchronously during this period of home learning, school counselors will work collaboratively with parents, students, and colleagues to ensure equity, access, and success of all students.

### **Counselor Responsibilities/Expectations during Home Learning**

- Provide daily responses via email/Google Classroom to parents and students
- Collaborate with general educators and special educators relative to shared students, as needed
- Create curriculum/gather resources for social/emotional groups
- Continue targeted-outreach to students in particular need
- Provide weekly communication via email/Google Classroom with individual guidance and counseling caseloads
- Assign weekly enrichment assignments through Google Classroom on career, college, and appropriate wellness topics
- Post updates via Google Classroom on college admissions changes due to COVID19
- Review and screen course registrations
- Prepare special education course requests for Aspen
- Weekly SIT meetings via Zoom for case consultation and action steps. This includes identifying at risk students and determining appropriate interventions
- Hold weekly department meetings via Zoom
- Screen graduation requirements for all students
- Conduct selection of scholarship and book award recipients
- Conduct check-in's with at risk students
- Provide service delivery for students with counseling on IEPs
- Continue report writing and collaborating with district mental health staff (Psychologist)
- Write letters of recommendations for Class of 2021 if student information sheets have been provided



## Special Education

Entering into the second phase of our extended school closure, our goal is to establish systemic special education resources, supports, and services to promote continuity of learning. Each district must provide FAPE (Free Appropriate Public Education) to the degree possible while protecting the health and safety of students, educators, and service providers.

Communication with families and sustaining relationships with our students is a key objective in our plan to support special education students during this time away from school. For the coming weeks, we'll be communicating multiple times per week in a variety of forms with students, parents, and each other. A continued connection with students on IEPs is the primary focus of our plan. Maintaining a close partnership with our families is essential in determining learning targets for the coming weeks, and many of our special education teachers and related service providers have already been in contact with parents and caregivers.

Families will receive a home learning plan each week from your child's classroom teacher. This plan will be followed up with a weekly email from your child's team with accommodations and modifications suggested for the week. Connection with your child and you will be key to working on the home learning plan. This may take the form of phone or email consultation between parent/special education teacher or related service provider, virtual interaction with child/special education teacher or related service provider, or alternative learning activities to take the place of the learning plan as determined by the parent/special education teacher or related service provider.

Our learning plan includes a variety of ways that we will work towards providing services to each student:

- A grid services will be addressed through weekly collaboration between service providers and classroom teachers. It may also require consultation and collaboration between parents and special education staff via phone or email.
- B grid services will be addressed by special education teachers and related service providers participating in collaboration with classroom teachers to develop weekly home learning plans and providing accommodations and modifications for the plan through a variety of remote learning tools.
- C grid services will be provided to the degree possible using remote learning tools. A special education team member will contact you this week to determine how these services might be provided.

Due to the nature of virtual environments, availability of staff, and the new time-on-learning model, services will look different. We will make every effort to use creative strategies to provide support and services to the extent feasible under the current conditions. We will

continue to be available daily to support your family and our special education staff during this unprecedented time.

### IEPs

During this time of home learning, IEPs do not need to be amended to reflect the changes in service delivery or methodology. The delivery of services during the extended school closure will be significantly modified and will not mirror the services provided during the regular school year. All IEPs remain in a 'stay put' provision during the extended school closure.

### Extended School Year

Students who currently have ESY services on their IEP will continue to be eligible for services due to "stay put" provisions.