

Hanover High School

Remote Learning and Academic Plan

April 6th - June 19th

In order to sustain teaching and learning throughout the remainder of the school year, we've worked collaboratively to create a detailed academic plan to carry us from April 6th to June 19th (if necessary). The academic plan for HHS will function around these common expectations, many of which are further explained in the document:

- 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 - June 19th)

- 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.