


HHS Remote Learning Plan- Covid 19

Purpose and Goals of our Continuity of Learning Plan for Hopkins High School

The expectation is that Hopkins High School will provide a learning experience for all students with an emphasis on engagement and earning credit. We will modify specific lessons allowing for enough standards to be worthy of credit. **All classes will be for credit.**

During this process, communication is of the utmost importance. The teacher is the main source of information for students. Teachers will communicate student expectations and instructional needs. Students should communicate their needs and questions to teachers regarding the class.

We are all in this together... collaboration between teachers, students and parents will be the key to success. 

We need to keep students academically safe for next year. In most content areas - next year's teacher knows that the "B" section this trimester was not a traditional class and that they may need to incorporate some additional learning in the "A" section of next year.

Example: ELA 10 B was not traditional this trimester - if the student earns credit they will enter ELA 11 A next year. The ELA 11 A teacher may take some time to reinforce lessons that the student in ELA 10 B needs so they can be successful moving forward.

Stand alone classes/electives will grant credit for work done and students will be able to progress.

We are very conscientious about math skills and the need to have a solid foundation to be successful moving forward. We will give two options to students for credit.

- 1. Those math students who wish to move forward to a new math course in the fall will have the option to test out at the end of the course (more information to follow from your teacher). *Example: Testing out of Alg 1 B and moving directly to Geometry A next year***
- 2. Those who wish to take their section B in a traditional classroom with a teacher will have the option of taking their B section 1st trimester next year (more information to follow from your teacher). *Example: Receiving a math elective credit instead of an Alg 1B credit and taking Alg 1B next fall with direct instruction. The students will still be able to complete Geometry during the 2nd and 3rd trimesters.***

Lesson plan expectations

1. Staff will prepare weekly lesson plans that include “similar” learning experiences for both digital and paper copy modes of communication.
2. Staff will plan for student participation based on the recommendations below (chart).
3. Each weekly entry will have a description assigned to it. This will include learning goals and standards addressed.
4. Staff will develop a check for understanding that will result in a weekly “grade” in PowerSchool. There will only be 7 entries in PowerSchool, 4 for Seniors.
 - **Note- The weekly grade given is only an indicator of whether the student is on track for Credit. PowerSchool is a source of two way communication and both students and parents are familiar and have access. The Final Input will be CREDIT- not a grade.**
 - **Note- Juniors in Vo-tech students will be contacted directly via email (or packet if necessary) to continue work to receive a credit.**

Suggested engagement for students at home

	Monday	Tuesday	Wednesday	Thursday	Friday
	30 minutes per class	30 minutes per class	30 minutes per class	30 minutes per class	30 minutes per class
IEP Students	Weekly Contact with a special education teacher to establish appropriate accommodations and modifications.				
504 Students	Weekly Contact with an administrator or counselor to establish appropriate accommodations and modifications				
ELL Students	Weekly contact with a caseload manager to establish appropriate accommodations and modifications				

Receiving work from your teacher- Multiple means

1. Digital learning will take place via Google Classroom or another web-based platform familiar to students. **Digital push to students with internet will be by Thursday at 3:00pm for the following week.**

2. **Digital push to students who will travel to wifi service and work off-line.** Students will travel to a wifi hotspot- outside of our building or any other source of connectivity. You will be able to download work for the following week. Please download work anytime after 3:00pm on Thursdays.
3. **Packets for those without internet** or not working offline will be ready for pick up on Fridays from 11:00am- 1:00pm. Please pick up your packets at the staff entrance/staff parking lot. Those doors are at the end of the west wing (next to Mr. Dommenick's room).

IEP/504/ELL accommodations/modifications

1. Caseload Teachers/Admin/Counselors will be reaching out to general education teachers during our planning week (week of 4/13) to ensure proper modifications and accommodations are built into plans.
2. Caseload Teachers/Admin/Counselors will be contacting their student families once per week for the remaining 7 weeks to keep a line of communication open and to make sure the content is accessible to all IEP/504/ELL students.

Collecting work from students

1. Digital Push Students will return their work digitally. As per instructor.
2. Digital Push- Working Offline. When you download the next week's work- upload last week's work to your instructor.
3. Returning paper packets will be collected each Friday when the student is picking their new one up. Fridays from 11:00am- 1:00pm.

Documentation of learning/communication

1. Staff will communicate to students how best to reach them. They will make a solid effort to respond to student or parent questions within 24 hours.
2. Your questions for understanding are important. You should reach out to your teacher to engage with the materials shared with you. Advocate for yourself. The lack of face to face instruction will affect everyone involved...so remember, you will get out of it what you put into it.
3. Staff will document learning via PowerSchool each week
4. Staff will create seven assignments in PowerSchool. Each assignment will have a description of the learning expectations. This description will be visible to students and parents.
5. Once work is collected, a grade will be given for the week. This indicates two-way communication has taken place - teacher initiated and student responded.
6. A grade is just an indicator whether the student is on track to receive a credit. They will not receive a grade - just a credit.
7. **It is important that you work for credit:**
 - a. **Earning enough credits for graduation purposes.**
 - b. **Athletic Eligibility- You must receive 4 out of 5 credits to be eligible**

Please note the current High School Graduation Requirements and Athletic Handbook found on page nine of the Student Handbook on our website at:
<https://www.hpsvikings.org/wp-content/uploads/2019-2020-HHS-Student-Parent-Handbook-with-Athletic-Handbook.pdf>

Identification of digital vs paper copy students

1. The district has sent out a parent survey. If you have not submitted that survey please do so as soon as possible.
2. We are asking each person in the car during locker clean out, how they will be completing work.
3. We are keeping in mind, this may be a moving target as individual family needs and circumstances may change over the course of seven weeks. If your situation changes and we need to provide for you in a different way, please email us at highschool@hpsvikings.org.

We do not have traditional office hours. We ask that any communications with the office go through email: highschool@hpsvikings.org We want to take care of you! Once we receive an email it will be distributed to the appropriate staff member daily, Monday-Friday.