

Meeting Notes, 3.23.2020

Summary of At-Home Learning Plan -- COVID 19

Once again, the basic premise of this approach is to incentivize, not penalize. These are extraordinary times--not to mention exceedingly difficult times for many of our students and their families.

The plan is to conduct asynchronous learning opportunities for our students. Teachers would send out work (or make it available) electronically each Monday with the expectation that students complete work by midnight the following Sunday. Teachers would have 'office hours' when they are available to their students during their regularly scheduled blocks. For example, if a teacher had Biology on Orange Days, Block 2, then those students would be able to reach out, virtually, to that teacher during that time using the platform that the teacher has established.

Grades

I. For year-long courses:

- We will determine a 'baseline' grade based on the work a student has done through Friday, March 13.
- In order for us to do that, teachers should remove any zeros from March 2 to March 13 that students did not have a legitimate opportunity to re-do or make up.
- If a student's baseline grade is passing, they will have an opportunity to improve on that grade, based on the work they do while we are not in regular session.
- If a student's baseline grade is failing, they will have an opportunity to bring that grade up to passing, based on the work they do while we are not in regular session.
- Now through the end of the year will be divided up into three 'mini-trimesters.' For each mini-trimester, a student who completes the work at a satisfactory level will earn the following points to add to their baseline grade. The additional points will be added to the baseline grade to determine their end of year grade.
 1. March 30 - April 17 (1 point)
 2. April 27 - May 22 (2 points)
 3. May 26 - End of Year (3 points)

For the student who starts with a failing baseline grade, each mini-trimester they will earn one-third of the points they need to bring their grade to passing (70) for the year.

Example: a student has a baseline grade of 61. For each mini-trimester, they would earn 3 points, in this example, for doing acceptable work as established by the teacher and pass with a 70. If they instead had a 55 they'd be given 5 points per mini-trimester.

II. For Semester-2 courses:

- These will be made pass/fail courses with the aggregate of the work from Quarter 3 and the at-home work determining whether a student earns the half-credit for that course.

General Design

- I. 4 aspects of the weekly program (review [10 Habits & Practices for Phase II Home-Bound Learning](#)):
 - A. Provide activities & work for student to focus on, on a weekly basis
 - B. Give feedback (see Grades notes, above)
 - C. Create time to virtually or otherwise connect with classes on a weekly basis
 - D. Reach out to families on a weekly basis

Office Hours

- I. Options:
 - A. Hold office hours for a given course/learning group at least one time per week on the orange/black schedule.
 - B. Teachers who instruct the same course (biology, for instance) could offer students in these courses the various office times that are available in case one time worked better than another if the activities/work being pushed out was the same.
 - C. Along with course specific times outlined in A and B above, you may also consider holding office hours for a content area (social studies, math, etc.)--even if only a few from your area can join in--which makes it look more like a content area tutoring center.

Access to Building

- I. Brian and the custodial crew have worked hard on cleaning and disinfecting Brewer High School. Teachers have access to the building, but let's do that in a way that helps protect what our hard working employees have accomplished on behalf of staff and students and keeps everyone safe in the long run.
 - A. If you need to get into your room for materials, please contact building administration. They or custodians can go in and get what you need, or if you need to do it because you just know where things are, then someone can help carry the materials. Going in, getting what you need, and exiting is preferable as it would not require a fresh clean of the whole room, then you can use the spaces identified in B and C below to work.
 - B. Use teacher's rooms and the library as common space to work while adhering to criteria for social distancing (6 feet apart).
 - C. Use, if necessary, curriculum leader rooms (or another room dedicated by a curriculum leader instead of their room and that is vetted with building administration and clearly communicated with colleagues) for a work space. Leave the door open after you leave so custodians know to go back and disinfect again.
 - D. Key cards should not have been activated again at this point in time. The main office hours are 9:00 am to 12:30 pm. If teachers can aim at those hours if they want to access the building that would be ideal. If another time is needed, please contact building administration.

Conferencing Technology

- I. The question came up about what is the best video conferencing option? Both Google Meets and Zoom are very good. They both allow folks to join and talk and see one another. You should have everyone mute and type in questions/answers/comments in the chat box usually in the top right hand corner of the page for both. Google Meets can be used inside the Google suit with conferences scheduled through your Google calendar, etc. Zoom has a number of unique features and is probably more robust, overall. Either works well.
 - A. Links to conferencing tutorials
 1. [Zoom tutorial](#)
 2. [Google meets tutorial 1](#), [Google meets, tutorial 2](#)
 3. [Video conferencing etiquette](#) to share with students at start of office hours