Dear Students, Teachers, and Families,

Education is a collaborative effort designed to enable students to realize their potential. Families, teachers, counselors, administrators, and staff each play a significant role in creating an environment, establishing social norms, and providing the necessary support for each student to learn the knowledge and develop the skills necessary to be successful in the classroom.

Doing well in school begins with being well physically, socially, and emotionally. During these unprecedented times health is more important than ever. There are many things we can do to protect our health and the health of others. The three Ws (wear a mask, wash your hands, and watch your distance) is where everything begins. We each have a responsibility, in and out of school, to follow the guidelines provided to us by the scientists and medical professionals.

Everything we do as a school is designed to enhance the learning experience. Teachers come to know students by learning about what matters to them, studying how they learn, asking what they know, and examining what they can do. This understanding of who students are and where they are with their knowledge and skills allows teachers to design and teach personalized lessons. Students who are known, respected, and trusted develop the confidence and practice the resourcefulness necessary for taking intellectual risks and lean into their learning.

Communication is essential for student growth and we need to support two-way communication with families so they know what is happening at school and understand how they can be involved. Teachers need to provide clear expectations for students so they can focus on their learning. Counselors need to communicate with families and meet with students when there are signs a student might need support. Students need to make the effort to get to know their teachers and communicate directly when they need help. Open and frequent communication is the best strategy for ensuring each student has what they need to be successful.

Thank you in advance for reading through this guide as a family,

Dr. Chris Ellsasser
Principal
Nauset Regional High School
Hybrid / Remote Learning Honor Code

NHRS has created a code that every student enrolled must agree to follow:

All students participating in the class must agree to abide by the following code of conduct:

1. My answers to homework, quizzes, exams, projects, and other assignments will be my own work (except for assignments that explicitly permit collaboration).

2. I will not make solutions to homework, quizzes, exams, projects, and other assignments available to anyone else (except to the extent an assignment explicitly permits sharing solutions). This includes both solutions written by me, as well as any solutions provided by the course staff or others.

3. I will not engage in any other activities that will dishonestly improve my results or dishonestly improve or hurt the results of others.

The Front Row Strategy

The Front Row Strategy is an educational design that uses technology to place each student in the metaphorical “front row” where their learning experience can be personalized, where they can have full access to their teachers, where they can respond to regular checks for understanding and demonstrate their developing skills, and where they have the opportunity to let their teachers know what they are ready to learn next.

The Four Fundamental Questions

Each class meeting is organized around four fundamental questions posed to students by their teacher:

- How are you today?
- What do you know?
- What can you do?
- How can I help?

Using technology, teachers pose these questions to students during class, receiving answers from students during class, and make strategic decisions throughout each class based on their understanding of where students are emotionally and intellectually.

Screen Time and Teacher Presence/Access

Teachers are present for students every minute of every class for support. Students are “on screen” for direct instruction during a portion of every class. The majority of time during class is structured for
students to be engaged with the material, developing the course specific skills, and demonstrating their growing understanding. Student’s screens are always on to provide them with access to their teachers through a video conference so they can ask questions, receive feedback, and respond to the checks for understanding. Students are not always on their computers.

**Evidence of Understanding and Growth**

Instead of just relying on summative assessments (quizzes, tests, etc.) to demonstrate what they know and can do, during each class meeting students submit work in response to “checks for understanding” in the form of questions and prompts from the teacher. These checks happen regularly throughout each class meeting and let teachers know each student’s level of engagement and understanding.

**Student Expectations**

During each class meeting students are expected to demonstrate their level of engagement, their understanding of the material, and the progress with the skills being learned. Students earn credit for participation through the work they submit, and the technology makes it possible for each student to respond to each question and for the teacher to know their answers immediately. In this way, the strategy places each student in the front row of each class.

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**Teaching and Learning**

Supporting student learning begins by having a shared understanding of how learning happens for students and what teachers do to provide students with opportunities to realize their full potential. Below is an outline of the learning process, a list of our research-based teaching strategies, and expectations for each stakeholder.

**Learning Process**

- Teachers pre-assess student knowledge and skills
- Teachers present knowledge and demonstrate skills to students
- Students receive and respond to (engage with/practice) formative feedback regarding knowledge and skills
- Students demonstrate understanding and receive summative feedback including grades
- Teacher and student evaluate growth and set new goals

**Examples of Teaching Strategies**

- Mini-lecture direct/overt instruction
- External Content Expert Presentation
- Peer collaboration
- Student independent research
- Student Presentations
- Full class discussion
- Peer to peer feedback
- Labs
- Projects
● Formative assessment (checks for understanding)
● Summative Assessments (cumulative tests/projects/reports/papers)

Student Expectations
● Check school email and google classrooms daily
● Arrive to each class on time and prepared (homework complete, charged computer, necessary writing materials, books and other materials)
● Focus full attention and make positive contributions during class and complete all checks for understanding
● Complete and submit assignments on time
● Communicate directly with teacher using email or google classroom within 24 hours or by due date
● Ask for help
● Abide by academic integrity
● When on campus, follow all on-campus health and safety behaviors
● When learning remotely via Zoom or Google Meet, have your camera on during instructional time and whenever else requested by your teacher

Faculty Expectations
● Through Google Classrooms, provide students with the expectations for each week including due dates and plans for class so students arrive to class with an idea of what they will be doing
● Establish similar consistent class routines and expectations
● Follow professional expectations (follow the daily schedule, mark attendance at the start of each class, respond to email in 24 hours, post grades promptly)
● Include parents, liaisons, and counselors in emails to any student not meeting expectations
● Provide students with opportunities to practice and receive formative feedback during instruction
● Provide timely feedback (prior to the next related assignment so feedback can be processed) on all submitted work

Counselor Expectations
● Notify teachers when students are having their learning impacted by factors outside of the classroom
● Identify students struggling across courses and coordinate team intervention meetings
● Post office hours so teachers and families can schedule meetings regarding students
● Provide teachers with updates regarding the status of students who struggled last year
● Schedule consistent check-ins with high need students and their families
● Provide a variety of ways to meet (zoom, google meet, phone)
● Provide regular update for faculty regarding testing, college application process and other events (maybe part of an internal weekly update with info from all departments)
● Provide families with a resource (road map/handbook/webpage) for understanding the college application process starting in grade nine (design for “first generation” students and families)
Administration Expectations

- Concise fact-based communication with all students and stakeholders
- Weekly faculty and staff bulleted bulletin
- Consistent message about expectations
- Support teacher decisions regarding students
- Support teachers individually who fall short of professional expectations
- Provide guidance for families regarding how to support their students
- Provide clear directives
- Be strategic with families with students in multiple schools
- Ensure consistency across departments
- Create time for professional development and ensure full participation
- Collaborate consistently with student leadership
- Provide students with weekly school news update
- Create time for teacher collaboration

Student Support Strategy

All students deserve the opportunity to realize their academic potential. Support is an essential part of any academic plan. Our support strategy involves a team with specific members, metrics for early intervention, and a step-by-step process. This strategy involves using data gathered by teachers and reviewed by counselors looking for any early signs that a student might be struggling. By paying attention to attendance, wellness check-ins, missing or late work, and grades, teachers and counselors are able to partner in their efforts to support students.

Support Team Members:

- Student
- Family
- Assigned Guidance Counselor
- Teachers and Coaches
- Assigned Administrator
- Outside Experts (when deemed necessary).

Support Strategy Elements:

- Metrics for early identification of possible support need (attendance, late/missing work, check-ins/outs, grades)
- Timely and clear communication among student/family/teacher/counselor/administration
- Intervention plans facilitated by counselor and made collaboratively by the team for the specific need(s)
- Ongoing assessment of the impact and effectiveness of any support plan
Data for Identifying Possible Need for Support:
- Attendance (including tardies)
- Class readiness (homework, materials, technology, active participation, etc.)
- Meeting due dates for assigned work
- Grades

Initiating Support:
(Communication can be initiated by any team member. All support-related communication should be copied to all team members to ensure transparency and to maintain two-way communication)
- Student contacts teacher for help
- Student and/or teacher contact family for help
- Student and/or teacher and /or family contact guidance counselor for help
- Guidance counselor contact outside service provider for support with helping student
- Guidance counselor contact administrator for support with helping student
- Guidance counselor contact administrator for support with helping student/family

Intervention Planning:
- Guidance counselors facilitate the creation of intervention plans in collaboration with all team members including any necessary outside service providers

Family Support Strategy

As stated above, all students deserve the opportunity to realize their academic potential. Family support is an integral part of every student realizing this potential. Below is a list of strategies that will help ensure your student’s success. It was created based on surveys of students, families and faculty.

Family Strategies
- Keep contact information current with school to ensure seamless communication
- Check weekly school newsletter
- Establish google classroom access provided by your student
- Check X2 for attendance and grades
- Establish dedicated study space at home
- Check wifi capacity and contact school if in need of support
- Follow COVID health practices outlined by school
- Establish weekly routine of check-in regarding health/wellness and progress in school course by course
- Follow student support/progress process
- Contact guidance counselor for any issues pertaining to the student
Social Emotional Learning (SEL)

Support for Students
- Class-based restorative practice of check-in/out to make wellness part of each class meeting
- Recording and reviewing data (attendance, late/missing work, grades, class-based check-ins) to identify signs of the possible for support
- Open communication channels between educators and families. Share new information, address concerns, and receive ongoing input and feedback through surveys, forums, weekly updates
- Student Support Strategy involving all stakeholders

Support for Faculty/Staff
- Provide staff with ongoing professional development and support to reflect on teaching and learning, and develop and implement effective strategies.
- Ensure access to mental health and trauma supports for adults. Look for signs that adults might need more support and identify available resources.

Support for Families
- Coordinate connections with high needs students and families. Counselors, school psychologists, and nurses connect with students and families to check-in and anticipate challenges associated with the back-to-school transition.
- Engage students in ongoing developmentally appropriate conversations and lessons to discuss past, current, and future impacts of the pandemic on themselves, their families, their communities, and the broader world.
- Intentionally build structures that promote supportive adult-student relationships and a sense of belonging, both in-person and online.
- Collaborate with families to align on strategies for supporting students’ SEL at home and during extended learning. Identify practices that can be used at home and share information about what kinds of supports students need.
- Identify support for students who are struggling. Work with families to create a comprehensive plan, which may include providing additional mental health and trauma supports, or connections to food, shelter, technology, transportation, or other resources. Monitor the response to ensure needs are met.
Technology

Learning is our primary focus. Technology serves as a tool for facilitating research-based teaching strategies. Full teacher presence during all classes is essential and technology enhances that presence by enabling students to interact with their teachers and their peers.

Virtual Classroom for Course Related Plans, Materials, and Communication
All students are provided iPads. Google Classroom is our primary tool for organizing all course related materials. Google Meets and Zoom are the platforms we use for video conferencing.

Student Engagement
Nearpod is one application teachers will use to provide enhanced student engagement for all learning. The application allows teachers to do the following with hybrid students on and off campus and fully remote students:

- See student work (remote and in-person) while in progress,
- Collect evidence of student understanding (checks for understanding) during class to inform teaching,
- Collects data showing student progress

Remote Learning
Our remote model and our hybrid model makes it possible for students to demonstrate they are fully engaged during each class. Video conferencing is used by teachers to do the following:

- Provide interactive direct/overt teaching
- Hold full class discussions
- Facilitate small group work
- Conference one on one with students
- Facilitate student presentations of work

Video Conference Protocol

- Parents/guardians should be mindful of what family activities would potentially be heard/seen during the students’ use of video conferencing.
- Students are expected to dress appropriately when video conferencing and make sure that there are no distracting materials or backgrounds.
- Students must display their full (classroom known) name in the conferencing tool Profile in order to earn credit for attendance.
- Students will be required to have their cameras on during instruction. (Parents/Guardians can ask for exceptions via their guidance counselor.)
- Students/parents/guardians should not take photos, screenshots, record any video, or audio, from these conference sessions. You do not have permission to do so and it is a violation of our Responsible Use Guidelines.