

Good Evening,

As we look to build our 2nd Semester schedule we are again asking all families to choose their learning model preference that will begin in January. Based on feedback from our school community we will be making a significant change to our current models. **With very few exceptions, all courses, either remote or hybrid, will run synchronously with our bell schedule Monday thru Thursday. Friday will remain an asynchronous day.** Within this change we have outlined and strengthened expectations for teachers and students as well as provided suggestions on how and when parents can support their students.

All students in remote or hybrid, will be scheduled into a synchronous schedule for instruction.

	Teacher	Student	Parent
Time	<ul style="list-style-type: none"> -Attendance is taken during the first 15 minutes of class - Warm-up/Check-In activity - Explanation of lesson and work (RoadMap, objective, success) -Closing activity with students at the end of the period (virtual or in person) 	<ul style="list-style-type: none"> -Students need to be present in class (either in person or online) for 15 minutes (minimum) at the beginning of each class to be counted as present. -Students will be required to be available for the duration of the class period - Check-in at the end of each class per teacher directions (closure/exit ticket, virtual or in person) 	<ul style="list-style-type: none"> -Be aware of the schedule and support students to participate in instruction.
Format	<ul style="list-style-type: none"> -Google Classroom is organized by week or unit in the classwork section. -Google and Campus are synched where assignments are named and dated the same in both. 	<ul style="list-style-type: none"> -Familiarize yourself with Google classroom and how your teachers communicate to your classes. -Understand how to use Zoom/Google Meet and be present during instruction. 	<ul style="list-style-type: none"> -Become familiar with Google Classroom and Campus -Ask your student to explain the format of each class and what is expected of them
Grading	<ul style="list-style-type: none"> -Consistent late work policies through PLCs and communicated with students -Timely feedback and grading that is clearly communicated to 	<ul style="list-style-type: none"> -Reach out to understand teachers' grading policy (late work, weights) -Understand, help create and follow pathway to success in 	<ul style="list-style-type: none"> -Become familiar with each teacher's grading policies and how these can affect your student

	<p>students.</p> <ul style="list-style-type: none"> - Supporting students by collaborating on goals to pass and improve grades. 	<p>all classes</p> <ul style="list-style-type: none"> -Hold yourself accountable to course work and success 	
Assignment	<ul style="list-style-type: none"> -2-3 assignments/grades per week on average -Competency vs. Compliance 	<ul style="list-style-type: none"> -Work is done for this class during the scheduled time. - Complete assignments fully and on-time 	<ul style="list-style-type: none"> -Check Campus weekly to see progress -Follow-up with your student if grade drops
Assessments	<ul style="list-style-type: none"> - Prioritized Standards are being utilized and assessed -Formative Assessments should be used to monitor progress and adjust instruction as needed -Summative assignments are weighted more (within PLC's) -Allow students to redo failed assessments based off of proficiency of content and work towards a re-do 	<ul style="list-style-type: none"> -Understand and ask questions about what will be assessed -Study -Follow-up with teacher when you do not meet expectations to discuss next steps 	<ul style="list-style-type: none"> -Talk with your student about learning and assessment expectations -Reach out when you have questions: <ol style="list-style-type: none"> 1. teachers 2. counselors 3. administrators
Extra-Support	<ul style="list-style-type: none"> -Teachers are available throughout the week with published office hours. -Teachers may assign extra-support time to students -Teachers may schedule small group extra-support for specific areas during this time and on Fridays -Supports/Referrals as needed (More info to come) 	<ul style="list-style-type: none"> -Schedule time with teachers for extra-support -Students may be assigned extra support time appointments and need to be responsible for attendance 	<ul style="list-style-type: none"> -Be aware of when extra time/office hours are available for your student with your teacher -Be supportive and ensure your student meets with the teacher for support when requested.

Communication	<ul style="list-style-type: none"> -Update Gradebook weekly -Post eligibility grades weekly -Six week progress grades -Reach out via phone/email at least 1 time for all F students -All emails are responded to by the end of the next business day 	<ul style="list-style-type: none"> -Checking weekly grades -Checking email and Google classroom and Google stream daily -Ask for support when needed -Students should have web-cams initiated within the first 15 minutes, during check-in unless prior understandings have been reached 	<ul style="list-style-type: none"> -Check grades weekly in Campus -Discuss how school is going daily with your student -Reach out to teachers as needed -Reach out to counselors as needed -Join Google classroom via teacher invitation
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Given this new information please complete the [WRHS 20-21 Spring Semester Learning Model Survey](#) **prior to 5:00 pm on November 18th** so that we may begin building a master schedule that meets the needs of our students. Please be sure to fill out the survey for each student you have at WRHS. For those who have more questions, or do not feel comfortable filling out this Google survey, please email your student's counselor with your choice. If you do not complete the survey, your student will remain in what you chose 1st Semester. Our goal is to make as few schedule changes as possible for students between first and second semester, however changes may occur based on this information.

Thank You,

Wheat Ridge High School