PED-EMHS Rationale:
The State is providing helpful framework and guidance from which districts can operate autonomously. All of that guidance is updated daily on this site:
https://webnew.ped.state.nm.us/reentry-district-and-school-guidance/
Similarly, EMHS is implementing following guidelines that provide some accountability and structure but provides more autonomy and flexibility within your classroom.

Attendance
Students are expected to engage with every class every day. That engagement can be defined as submitting an assignment, contributing to an online chat, emailing a teacher, or anything that demonstrates the student was engaged with the class that day.
By 4:00pm, if a teacher has not witnessed any digital engagement with their class that day, the teacher will mark a "UA" in PowerSchool.
If a student will be absent, the parent/guardian should email Mrs. Bennecke at jbennecke@eastmountainhigh.net. If a student will merely be late or is struggling with access but plans to get classwork done that day, an email to the teacher directly satisfies the attendance requirement for the day.

Class Expectations
Teachers will be available to their students each day for direct teaching, questions, and/or tutoring. Work time is acceptable use of class meeting time, but a teacher should be available to answer questions.

-Timing
Teachers should have clear opportunities for students and families to provide feedback on the amount of work being assigned. While there is no minimum or maximum number of minutes of work per day, teachers will be cognizant of diverse learning environments and assign work that is meaningful, challenging, but not overly burdensome.

-Chunking/pacing
When using online learning tools, teachers should not upload an entire term's worth of assignments. Teachers will introduce an appropriate amount of assignments and materials in small, manageable increments.

Grading
The normal grading scale is being utilized during the 2020-2021 school year, even during the remote learning period. EMHS will ensure equitable grading practices are occuring in every class. During remote learning, it is critical that students are assessed on learning and improvement- not on their ability to access technology. A student cannot be penalized for technical difficulties or having lesser quality technology. Students will also not be assessed for their ability to pay fees or contribute supplies, even for extra credit. We will continue to work as a teaching faculty on grading procedures that put meaning on real learning and key standards.

Each department should discuss and attempt to standardize appropriate late work policies for their classes. As a guiding principle, quality finished work should be accepted by teachers.

An up-to-date gradebook is critical. If an assignment is not going to be graded within two weeks of being due, communication to students, families, and the intervention team may be warranted.

Syllabus

Make sure the syllabus has clear directions on how to access all course materials. The basics of logging in and accessing resources tends to be the primary questions Bird and Brandy end up fielding. The syllabus should also have indicators of your availability and the means by which to contact you. Upload Syllabus to EMHS Staff Documents folder.

Platforms and Communication

Google Classroom, Planbook, Edgenuity, and PowerSchool will all be important platforms for classes this year. No matter the platform, it's important that there is a one-stop clearly identified location where students and families know what is happening on any given day.

For Google Classroom- use the classwork tab. For the announcements area, consider daily instructions so they know where to look. The guiding principle is that students should not have to struggle to find instructions and daily expectations.

Two links on streamlining and standardization of Google platforms:
https://medium.com/teachers-on-fire/12-google-classroom-hacks-to-start-using-today-d9c067fac4fb

https://docs.google.com/spreadsheets/d/1_S9A45vTRArvGC7OUwfCzEwRgNRUypjLNlX9vO8_MOs/htmlview?fbclid=IwAR2O9sfBGMGdtQjTPwA28e10tU9uAhleUscuhz7FL6pjDArvfCC30t-czm8&pru=AAABc6ESBpI*BcZhBsPSBHDw0nvjbpC_jQ&usp=gmail_thread&urp=gmail_link#gid=0

Advocacy

Teachers should use this time to be generally available for students to check-in. Daily planned activities are not required, and there will be no attendance for advocacy. But teachers are encouraged to plan social-emotional virtual activities. This time can be used for club and activity meetings, and the school will implement virtual announcements that could be viewed during this time. Teachers should collaborate and develop an engaging use of this time. For now, we are removing the grade check/intervention piece from the advocate's responsibilities. But as advocates get to know their students, they may be important partners when working with struggling students.

Student/Teacher Engagement

This period of time should be reserved for students seeking out extra support or tutoring for normal classes. It is not an extension of the class period, so no new assignments or assessments will be given during this time.

Teachers should consider utilizing a Sign Up Genius form to allow students to schedule opportunities to meet individually with them. Teachers should plan on working with any student who slips to 75 or below in a class during this time.

Intervention

Every student should have the opportunity to experience success in every class. Once a student falls below a 75, it is expected that the teacher will implement an individualized plan to help the student understand key concepts and recover the grade. If this first intervention is not enough, grade level teams will activate additional supports (Bird/Amanda for 11th/12th grades and Brandy/Tamara for 9th/10th grades).

If additional supports are still needed and a teacher suspects a major challenge is facing a student, Bird and Hannah may activate the SAT process.

Special Education

PROACTIVE COMMUNICATION!

1. Add Special Education Teachers (Hannah, Tucker, Kim) and EAs (Wanda, Krys) as teachers to your google classroom. You will know which case managers are involved with kids in your class this year from an email Hannah is sending out (some teachers have already gotten).
2. Accommodations:
   a. Consider extended time and reduced assignment load. Expect excellence on a small number of assignments rather than adequate work on several.
   b. At the end of class/individual meetings, ask a variety of students to repeat back to you the instructions for their assignments--ie, check for understanding of assignments, procedures, etc.
   c. Provide checklists, but not overly detailed checklists!
   d. Proactively schedule engagement sessions with the students instead of allowing them to "drop by" office hours
   e. Proactively communicate to case managers & Hannah--what strategies are working, what are not working
   f. Proactively communicate to families. Make phone calls home--these calls ease SO MUCH tension! (Google voice!)
3. If places like New Mexico Connections Academy can deliver an entirely online experience, WE CAN DO THIS! THE KIDS CAN DO THIS!
4. Congratulate yourself for being a proactive communicator and EXCELLENT ONLINE TEACHER!
5. Questions?

Staff Policies and Procedures
All policies that apply to the workplace in an in-person environment are applicable to the remote environment. Even when working from home, staff should conduct themselves in a professional manner with students and with each other. If you wouldn't do it or say it at school, it should not be done or said in a Zoom meeting.

-Online presence
We're all leaders at all times. In a remote environment, our community is more in tune with our online presence and social media posting. Try to be a unifying, positive figure at all times.

Zoom/Google Meet
See the folder on Zoom/Google Meet. Both platforms have their advantages and drawbacks. Students will be comfortable with both. Both have seamless integration with Google Calendar.

Community Building/SEL
Here are quick, easy ways to connect more with your students for any class:
http://teachtrainlove.com/virtual-learning-33-ways-to-build-relationships/

Educator Evaluation
New terminology "Engage NM"- but same platform and mostly the same elements. See the pdf in the google drive folder and this link for more info:
https://webnew.ped.state.nm.us/bureaus/educator-growth-development/elevatenm/

On Campus Visits
The guiding principle of these remote times is "any business that can be done off site should be done remotely." If staff do any work on campus, masks should be covering nose and mouth while in the presence of anyone. No more than 5 individuals should ever be within the same room. When interacting with others, stay at least six feet away from each other.
If staff children or family need to be brought to campus at any time, an email to Trey with the specifics is required. Those visitors must follow the same guidelines as listed above and should never be at any location without the staff member that brought them.