CUSTOMIZED LEARNING

CL Planning Handbook

EMPOWERING LEARNERS TO REACH POTENTIAL

HARRISBURG HIGH SCHOOL

2017-2018

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Principal	Mr. Ryan Rollinger
Assistant Principal	Mr. Brad Seamer
Counselors	Mrs. Kelly Andrews
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	Mrs. Leigh Thelen
Activities Director	Mr. Jim Altenburg
Curriculum Director	Dr. Michael Amolins
Dean of Students	Mrs. Kay Bass

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"I have searched my entire life and finally there is an answer to real reform that will make all the difference – not just in education, but in entire culture."

- Dr. Donald Siviski -

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CUSTOMIZED LEARNING STAFF

Communication Arts	Mrs. Jessica Berg Ms. Alyssa Chambers Mrs. Kaye DesLauriers Ms. Natasha Hartman	Mr. Derek Heath Mrs. Eve Langerock Mr. Michael Smith
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OUR VISION FOR CL

WHAT IS CUSTOMIZED LEARNING (CL)?

Based upon the book <u>Inevitable</u> by Chuck Schwahn, CL is a national movement utilizing research-based methods of individualizing learning and technology to allow students to reach potential.

WHAT IS MODULAR SCHEDULING (MOD)?

A regular school day is divided into eighteen 22-minute segments called *mods*. Class scheduling occurs in customized time frames to accommodate courses and students in a more flexible method of delivery. See pages 10-12 to learn more.

WHY IMPLEMENT THIS CHANGE?

- More opportunities for students and higher achievement levels
- More time for students to meet with teachers
- Staff ability to individualize instructional approaches and assessments
- Meet the HHS goal of producing "independent decision-makers"
- Better prepare students for their future

HOW DOES THIS AFFECT STUDENTS IN ADVANCED CLASSES AND THOSE WHO ARE BEING ACCOMMODATED IN SPECIAL NEEDS CLASSES?

At the basis of customized learning is a philosophy aimed to serve students at both ends of the academic spectrum more fully. Those who struggle in an area will receive even more assistance. Those who master skills earlier will have the chance to accelerate. All students will have the opportunity to cultivate their skills in ways never realized previously.

WHO WILL HELP STUDENTS MAKE GOOD CHOICES??

First, students will have a content area teacher who is dedicated to a small group of students called a *Teacher Advisory Program* (TAP). See page 13 for details.

Second, Student Success Supervisors will assist students in having purposeful movement throughout the hallways, and a clerical staff member will assist students in the Zones and study areas to encourage positive study habits, work ethic, personal accountability, and time management.

Third, parents need to maintain open lines of communication with their student and the teachers to support progress and maintain accountability. Fourth, and most importantly, students need to take ownership of their learning experiences by asking questions, taking risks, and approaching each day with integrity and responsibility. See page 15 for more tips and tools for success.

OUR GUIDING PRINCIPLES

OUR BELIEFS ABOUT THE *LEARNER*:

1. All students can reach potential if given the opportunity.
2. Students learn in different ways and different timeframes.
3. Successful learning breeds continued success, esteem attitude, and motivation.
4. Mistakes are a positive and necessary aspect of learning.
5. Student learning requires a positive and validating relationship with teachers.
6. Student learning is enhanced by meaningful, relevant, and complex tasks.
7. Intrinsic motivation and meta-cognition are the keys to lifelong learning.
8. Student learning requires frequent, formative feedback.
9. Student learning must be future-focused and life-relevant.
10. Students should be challenged, not frustrated. (ZPD - Zone of Proximal Development)

OUR BELIEFS ABOUT *TEACHERS*:

1. Teachers are the single most important factor in students reaching potential.
2. Teachers are models of continuous learning and improvement.
3. Teachers inspire, motivate and empower.
4. Teaching is collaborative.
5. Teachers set the conditions for a safe and welcoming environment.
6. Teachers are current and competent in pedagogy and human development.
7. Teachers relate to and connect with students of all levels.
8. Teaching and learning are a cause and effect relationship.
9. Teachers make decision utilizing the ZPD.
10. Teachers are future-focused with life-relevance in mind.

OUR BELIEFS ABOUT THE *LEARNING COMMUNITY*:

1. All stakeholders in the community are partners in education.
2. Learning communities (LCs) align all systems, policies and practices to support the principle that students learn in different ways and different timeframes.
3. LCs have high expectations for all students and staff -- that all should reach for potential each day.
4. LCs embrace accountability and strive for continuous improvement.
5. LCs encourage risk-taking and innovation.
6. LCs have a clear, shared purpose and direction.
7. All LC members are committed to the mission and vision and empowered to achieve it.
8. Communication in the LC is paramount, frequent, and transparent.
9. LCs are inclusive and celebrate diversity
10. LCs are future-focused with life-relevance in mind.

ACADEMIC MISSION AND SUB-GOALS

The *academic mission* of the Harrisburg High School is to afford students the opportunity to become independent decision makers. To reach this expectation, students will become creative problem solvers, informed and responsible citizens, quality communicators, curious observers, 21st century prepared consumers, and appreciative participants of fine arts and wellness. This mission directs pedagogical direction by identifying the unifying ideas as the culmination of every lesson and learning moment.

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CAREERS AND TECHNICAL EDUCATION

Goal: 21st Century Prepared Consumers
Essential Skills:
1. Technically literate and ethical in all platforms and processes.
2. Practice mature vocation seeking characteristics.

COMMUNICATION ARTS & WORLD LANGUAGE

Goal: Quality Communicators
Essential Skills:
1. Read at a level of adult fluency and comprehension.
2. Write at a level of adult clarity.
3. Orate at an expected level of a novice speaker.
4. Listen and interpret at a sustained level of adult concentrated focus.
5. View all communication demonstrating adult analysis.

FINE ARTS AND WELLNESS

Goal: Appreciative Participants
Essential Skills:
1. Are aesthetically reflective and critical
2. Practice sound and discriminating health habits.

MATHEMATICS

Goal: Creative Problem-solvers
Essential Skills:
1. Demonstrate all necessary computation and calculation techniques of higher order mathematics.
2. Demonstrate effective communication utilizing mathematics terminology.
3. Demonstrate a wide variety of problem-solving techniques.

<u>SCIENCE</u>

Goal: Curious Observers of the World
Essential Skills:
1. Demonstrate effective application of the scientific method in any endeavor including experimentation or research.
2. Demonstrate communication of scientific principles utilizing scientific vernacular.
3. Demonstrate safe practices and choices of experimentation.

<u>SOCIAL SCIENCE</u>

Goal: Informed and Responsible Citizens
Essential Skills:
1. Demonstrate all map skills and understanding of charts and graphs.
2. Demonstrate critical reading of history and logical interpretation of past and present events.
3. Demonstrate the ideals of the democratic process by use of supporting philosophical and political stance on past and current issues as well as displaying skill in use of the election process.
4. Demonstrate research and writing skills using quality sources related to the social sciences.

CL COMMON TERMINOLOGY

<u>Learning Targets (LT)</u>: Learning Targets are standards for which learners need to demonstrate mastery. Essentially, they are the driving goals for each course.

<u>Measurement Topics (MT)</u>: Measurement Topics are related Learning Targets that are organized into strands and are commonly taught in conjunction with one another.

<u>Purpose of MTs and LTs</u>:
- Teachers and students need to be clear on what they need to know and be able to do if rigorous and enduring learning is to occur.
- A guaranteed viable curriculum is essential to increase student achievement.
- Ultimately the use of the Measurement Topics and Learning Targets will make collaboration, planning, teaching and learning more effective.

<u>Teacher Pacing</u>: The recommended pace at which students progress through a course. This is determined by each individual teacher or department and accounts for the average time a learner needs to work through a specified set of LTs.

<u>Foundational Activities</u>: This step in the learning process consists of retrieval of already existing knowledge. These activities will typically consist of fundamental concepts, terms, and skills. Students may complete this step individually, in small groups, or through classroom activities. This step is not graded. It is either complete or incomplete.

<u>Skill Development Activities</u>: This step consists of students integrating new ideas into their already existing framework of understanding. There will be a wide variety of activities including, but not limited to, worksheets, videos, reading and summarizing, and making representations of new content. Students often complete this step individually, but at times students might seek out teacher expertise if they are struggling with a particular concept. This step is not graded. It is either complete or incomplete.

<u>Final Affirmations</u>: This step is all about analysis and application. Students take existing knowledge and combine it with newly acquired content. Then, they use that to show their mastery of an LT. Each Final Affirmation is suggested by teachers, however students may opt to create their own to show mastery. If they choose to do this, their teacher must first approve it. This step is graded and will receive a score based on the Harrisburg High School CL Grading Scale found on pages 15-17 of this handbook.

<u>Level 4 Projects</u>: Level 4 Projects are comprehensive, in-depth projects above and beyond mastery level that showcase student interest and ability to synthesize personal research. These projects are student designed and led, and they factor into a student's final GPA. More information about Level 4 Projects is available on page 24 of this handbook as well as a designated Schoology page.

<u>Schoology</u>: The online learning management system used for student-parent-teacher communication, tracking LTs and MTs, recording grades, and completing assignments.

Zones: All students have a certain amount of time each day when they are not scheduled into classes. These times are called *zones*, and students will make decisions about how to best use the time to meet their responsibilities. They may work in the Zones or in designated student study areas. Most students meet regularly with teachers during Zones for help in a subject or for clarification of assignments.

Teacher Advisory Program (TAP): Advisors will check in with a small group of assigned students on a regular basis. The goal of TAP is to foster positive relationships between students and teachers. See page 13 for further explanation.

Zone Check: On a regularly scheduled basis, teachers will be marking student progress in their courses and assigning additional mods of class time as needed for students requiring extra work time with teachers. See page 19 for further explanation.

Advanced Courses: Advanced courses have been developed by our staff to help meet the needs of students who learn at an accelerated pace. Advanced courses include more rigorous curriculum and require a higher level of student engagement, responsibility, and motivation. Students who earn the opportunity to take these courses must be willing to push themselves by devoting extra time to their studies. Advanced courses are currently offered for Communication Arts, Math, Science, and Social Science. Each department has specific qualification criteria, which is available upon request.

ACADEMIC INTEGRITY POLICY

Cheating is the use of deceit or fraud to complete schoolwork. Plagiarism is taking the writing of someone else and claiming it as your own. Both infractions are considered serious offenses that compromise the academic integrity of the student and the student's work.

If a student is guilty of cheating and/or plagiarism, the teacher will collect documentation of the student's work, and the student will receive a maximum score of a 1 on the Final Affirmation for that Measurement Topic. The expectation still remains for the student to prove mastery by producing his or her best quality work on the Final Affirmation. A student who assists another student with cheating and/or plagiarism may also receive the same penalty.

Students will be responsible for notifying their parents or guardians the same day the incident is discovered, and the teacher will follow up the next day with the parents or guardians via e-mail. Any appeal of the event will be made directly to the principal's office.

CLASS PROGRESSION

Students will remain in a course until all the material for that course has been completed to the required level of mastery. Therefore, students will not be allowed to "double-dip" in two courses that would naturally progress sequentially. For example, a student enrolled in Literature 110 in the fall may not transition into Composition 110 in the spring until the first course has been completed to the required level of mastery.

DAILY MODULAR SCHEDULE

MOD 1:	8:00 - 8:26
MOD 2:	8:27 - 8:49
MOD 3:	8:50 – 9:12
MOD 4:	9:12 - 9:34
MOD 5:	9:35 – 9:57
MOD 6:	9:57 - 10:19
MOD 7:	10:20 - 10:42
MOD 8:	10:42 - 11:04
MOD 9:	11:05 - 11:28
MOD 10:	11:28 – 11:51
MOD 11:	11:52 – 12:15
MOD 12:	12:15 - 12:38
MOD 13:	12:39 - 1:02
MOD 14:	1:02 - 1:23
MOD 15:	1:24 – 1:48
MOD 16:	1:48-2:10
MOD 17:	2:11-2:35
MOD 18:	2:35-2:38

SAMPLE STUDENT SCHEDULE

MOD	T	I	G	E	R
1	Adv. Chem	Adv. Chem	150 Comp	Adv. Chem	Adv. Chem
2	Adv. Chem	Adv. Chem	150 Comp	Adv. Chem	Adv. Chem
3	150 Comp	Adv. Chem	150 Comp	150 Comp	150 Comp
4	150 Comp	Adv. Chem	150 Comp	150 Comp	150 Comp
5	Empty	Empty	250 Geometry	Empty	Empty
6	Empty	Empty	250 Geometry	Empty	Empty
7	250 Geometry	Empty	250 Geometry	250 Geometry	250 Geometry
8	250 Geometry	Empty	250 Geometry	250 Geometry	250 Geometry
9	AP Human Geo	AP Human Geo	Empty	AP Human Geo	AP Human Geo
10	AP Human Geo	AP Human Geo	Empty	AP Human Geo	AP Human Geo
11	Lunch	AP Human Geo	Lunch	Lunch	Lunch
12	Empty	AP Human Geo	Empty	Empty	Empty
13	Empty	Lunch	Empty	Empty	Empty
14	Empty	Empty	Empty	Empty	Empty
15	PLTW	PLTW	Band	PLTW	PLTW
16	PLTW	PLTW	Band	PLTW	PLTW
17	Band	PLTW	Band	Band	Band
18	Band	PLTW	Band	Band	Band

Sample Teacher Schedule

MOD	T	I	G	E	R
1	Adv. Chem	Adv. Chem	AP Biology	Adv. Chem	Adv. Chem
2	Adv. Chem	Adv. Chem	AP Biology	Adv. Chem	Adv. Chem
3	AP Biology	Adv. Chem	AP Biology	AP Biology	AP Biology
4	AP Biology	Adv. Chem	AP Biology	AP Biology	AP Biology
5	Plan	Zone	Adv. Chem	Zone	Zone
6	Plan	Zone	Adv. Chem	Zone	Zone
7	Adv. Chem	Zone	Adv. Chem	Adv. Chem	Adv. Chem
8	Adv. Chem	Zone	Adv. Chem	Adv. Chem	Adv. Chem
9	110 Chem	Lunch	Office Hours	110 Chem	110 Chem
10	110 Chem	Lunch	Office Hours	110 Chem	110 Chem
11	Lunch	110 Chem	Lunch	Lunch	Lunch
12	Lunch	110 Chem	Lunch	Lunch	Lunch
13	Zone	110 Chem	Plan	Zone	Zone
14	Zone	110 Chem	Plan	Zone	Zone
15	Zone	Zone	AP Biology	Plan	Plan
16	Zone	Zone	AP Biology	Plan	Plan
17	AP Biology	Plan	AP Biology	AP Biology	AP Biology
18	AP Biology	Plan	AP Biology	AP Biology	AP Biology

Open Spaces indicate mods when this teacher will be be available to meet individually with students to support instruction and answer questions. Appointments during these office hours can be student or teacher initiated.

ATTENDANCE POLICY

Philosophy:

As we become less time-based, there will be a tension between what is considered absent, tardy, etc. Every teacher will be taking mandatory attendance at the beginnings of mod 1, mod 7 and all Zone mods. For the other mods, teachers shall set their own protocols. In particular, in the first few weeks as students travel between classes and begin to understand the schedule, higher expectations can be exacted. However, the real consequence of being late or absent should be the depth and richness of the time spent with the teacher. Penalties should be academic in nature and cause difficulty in progress, rather than simply being a method of control.

Action:

It will be up to each classroom teacher to decide individually if a student is taking advantage of the freedom afforded them. If a teacher determines the student is doing so, they will discuss it with the student, and if the infraction continues, the Student Success Supervisor will be notified.

TEACHER ADVISORY PROGRAM (TAP)

Each teacher will have a group of 15-20 students as part of an advisory. They will meet weekly. TAP activities will include life and career skill building activities, as well as SD My Life career matchmaking assessments and other activities. TAP teachers will also assist helping students to sign up for assigned zones and create their zone schedules. Each teacher will have a TAP course page on Schoology where announcements will be posted.

TOOLS FOR SUCCESS

TIPS FOR STUDENTS:

1. Maintain progress and personal accountability by using Schoology on a daily basis to track your teacher pacing, submit assignments, and communicate with teachers.

2. Ask for help if you need it. Teachers are available before school, after school, and throughout the school day. So, check the teacher's schedule and take the initiative to schedule an appointment with them.

3. Use your time wisely -- both class time and independent study time! Time management is the most important skill in ensuring success at HHS and in life.

4. Get involved! There are many opportunities to join clubs, athletic teams, or group organizations. These help enhance your high school experience, provide you with valuable learning opportunities, build friendships, and make you more attractive to colleges and post-secondary programs.

5. Develop a four-year plan. Develop a one-year plan. Develop a monthly plan. Develop a weekly plan. Develop a daily plan. PLAN, PLAN, PLAN. Looking toward the future will help you make the most of your time at Harrisburg High School.

TIPS FOR PARENTS & GUARDIANS:

1. Use Schoology to track your student's progress and maintain an open dialogue with your student regarding their assignments and responsibilities.

2. Communicate with teachers and counselors. Communicate with your student.

3. Make sure that you receive, read, and take appropriate action regarding the regular Zone checks and the progress reports distributed directly to your student at specific times throughout the school year.

4. Encourage your student and praise good effort as well as accomplishments. Be positive and supportive, yet encourage them to reach for their potential!

5. Talk with your student about future plans. Discuss both short-term and long-term goals and how your student might reach them.

6. Update your phone number and e-mail address with the Main Office.

7. Attend any and all parent meetings that are scheduled to provide you with information and to connect with teachers and staff.

8. When your student raises a question or concern, don't assume you have all the details. Directly contact the staff member involved to see if there is more information and the "rest of the story."

9. Visit the Harrisburg High School website to connect to all staff e-mail addresses, find the school calendar, and access other district-wide resources.

10. Read the principal e-mails to keep informed of news, events, and activities.

11. Understand that this is change, and this new and better way of thinking, doing, and becoming will be difficult. Exhibit support, patience, and perseverance. It will take all of us to make this the very best it can be.

MASTERY GRADING

Grading expectations follow the procedures set forth by the Harrisburg High School MOD-CL Grading Scale. Generally, we will be assessing student mastery of content through the following:

- Classroom participation
- Discussion and collaboration
- Teacher/Student Inquiry
- Learning Activities
- Projects, Essays, Tests

CL GRADING SCALE

Foundational and Skill Development activities will be scored using the following scale:

C	Complete	Student has completed the work to the teacher's satisfaction.
IP	In-Progress	Student has turned in the work but revision is required.
M	Missing	Student has not turned in the work.
E	Exempt	Student exempted material based upon pre-testing.

The Final Affirmation for each Learning Target (LT) will receive a score from IP to 3. Below are sample student Progress Reports *before* any Level 4 projects are complete:

	Student 1	Student 2	Student 3	Student 4	Student 5
LT 1	3.0	2.7	3.0	2.7	2.0
LT 2	2.8	2.7	2.4	1.8	1.4
LT 3	2.8	3.0	3.0	2.2	2.0
LT 4	3.0	2.4	2.6	2.2	1.6
LT 5	3.0	2.4	2.2	1.6	1.8
LT 6	2.9	2.6	2.2	2.0	1.2
LT 7	3.0	3.0	2.0	1.8	IP*
AVG	2.92	2.68	2.49	2.04	1.43

* Student 5 has not yet completed LT7, so it is marked as In-Progress and averaged into the

The following table represents how the averaged LT scores translate into letter grades *before* students complete any Level 4 projects.

2.80 - 3.24	A	Experienced Mastery
2.60 - 2.79	A-	Experienced Mastery
2.30 - 2.59	B+	Skilled Mastery
2.00 - 2.29	B	Skilled Mastery
1.70 - 1.99	B-	Skilled Mastery
1.40 - 1.69	C+	Foundational Mastery
1.00 - 1.39	C	Foundational Mastery
IP	IP	In-Progress

	Student 1	Student 2	Student 3	Student 4	Student 5
Examples:	2.92 = A	2.68 = A-	2.49 = B+	2.04 = B	1.43 = C+

Students can begin working on a Level 4 project after they've completed an LT or series of LTs with score of 3. They must have teacher approval before beginning this process. Once the Project is complete, the student's scores for the LTs specifically covered in the Project can change. Based upon the Level 4 Project rubric, LT scores can change to 3.5 or 4.0 based upon the quality of the project.

The following chart reflects how LT scores can change after students complete their Level 4 Projects or have revised Final Affirmations. The changed scores have been underlined.

	Student 1	Student 2	Student 3	Student 4	Student 5
LT 1	<u>3.5</u>	2.7	<u>3.5</u>	2.7	2.0
LT 2	2.8	<u>3.0</u>	2.4	1.8	1.4
LT 3	2.8	3.0	<u>3.5</u>	2.2	2.0
LT 4	<u>4.0</u>	<u>2.8</u>	<u>3.0</u>	2.2	1.6
LT 5	<u>4.0</u>	<u>2.8</u>	<u>2.5</u>	1.6	1.8
LT 6	<u>3.0</u>	2.6	<u>2.5</u>	2.0	1.2

Students 4 and 5 cannot begin any Level 4 Projects because none of the LT scores are 3.

	Student 1	Student 2	Student 3	Student 4	Student 5
Lt 7	3.0	3.0	2	1.8	IP*
Avg	3.30	2.84	2.77	2.04	1.43

If the final averaged grade is a 3.75 or above, the student will earn an Honors Distinction. This distinction can be awarded to students in all courses. A student's transcript would then read: "Literature 110 with Honors" or "Biology 150 with Honors."

3.75 - 4.00	A+	Honors Distinction *+0.20 GPA increase*	Used to calculate grades only *after* Level 4 Projects have been completed.
3.50 - 3.74	A	Expert Mastery +0.15 GPA increase	
3.25 - 3.49	A	Expert Mastery *+0.10 GPA increase*	
2.80 - 3.24	A	Experienced Mastery	Used to calculate grades both *before* and *after* Level 4 Projects have been completed.
2.60 - 2.79	A-	Experienced Mastery	
2.30 - 2.59	B+	Skilled Mastery	
2.00 - 2.29	B	Skilled Mastery	
1.70 - 1.99	B-	Skilled Mastery	
1.40 - 1.69	C+	Foundational Mastery	
1.00 - 1.39	C	Foundational Mastery	
IP	IP	In-Progress	

Examples of Final Course Grades	Student 1	Student 2	Student 3	Student 4	Student 5
	3.30 = A	2.84 = A	2.77 = A-	2.04 = B	1.43 = IP*

* Because Student 5 did not complete LT 7 by the end of the course, the final course grade will be marked as IP until the student

PROGRESS REPORTS

Several times a semester, students will receive a Progress Report from their advisors that will indicate student academic progress at that time. At the end of each semester, a report card will also be handed out in this manner. It is hoped that by handing out this information frequently, we will provide students with time to develop a plan to improve performance as needed. If a student find himself or herself in academic difficulty, please set up a meeting with the teacher and guidance counselor. Both will work with each student to give the assistance needed to succeed.

ZONE CHECK-IN PROCEDURE

In an effort to be pro-active in providing appropriate interventions, teachers will be evaluating each student's progress every three weeks. During TAP time on the following Friday, advisors will be giving their students an update on their progress and guiding them toward further action if they meet any of the criteria below. The "In the Zone" Check-In procedure is subject to change based upon Administrative discretion.

1. ADDITIONAL ZONE REQUIREMENTS: Based upon a student's progress in his or her classes, classroom teachers will assign additional Zone time when needed.

   - ON PACE IN CLASS: No additional Zone time will be assigned, and no student action will be necessary.

   - BEHIND PACE IN CLASS: Classroom teachers will assign an additional 1, 2, 3, or 4 mods of Zone time based upon how far behind the student is in the class.

2. STUDENTS SIGN-UP FOR THE REQUIRED NUMBER OF ZONE MODS BY THE "R" DAY AFTER THE "E" WEEK CHECK.

3. NEW SCHEDULE: If assigned to sign-up for additional Zone times, students will begin their new schedule the following "T" day. Students will be in those additional Zone mods for three full weeks.

4. SKIPPING ZONES: If a student skips any Zone assignments, he or she will be required to make up that time per each department's policy. If a student habitually skips Zone assignments or falls significantly behind pace in a class, further interventions will follow at teacher, department, and administrative discretion.

Parents should check the "In the Zone" information on Schoology to monitor their student's progress, and parents will be contacted via e-mail to be informed of any after-school or Saturday obligations.

Zone Check Schedule

Dates are subject to change due to unforeseen circumstances. The Zone Checks will occur approximately every three weeks on a "E" day.

STANDARD OPERATING PROCEDURES (SOPS)

To function together as learners and teachers, it is important to have foundational guidelines for everyone to follow while in different learning environments. This ensures that students have the opportunity to learn free from unnecessary distractions. The general SOPs along with those specific to the Zones, student study areas, and classrooms will be conspicuously posted for students in various locations.

GENERAL SOPS:

- Computers open and utilized for school purposes only.
- Purposeful movement in hallways.
- Arrive in classrooms at beginning of MODS. Enter appropriately.
- Schedule easily accessed on computer desktop.
- Keep computers charged.
- Respect and integrity a basis for every student decision.

ZONE SOPS

Zones are an opportunity for students to productively complete necessary schoolwork. It is for this reason that ALL students and teachers must follow the following SOP's:

In the Zones, students will:
- come with all necessary materials (i.e. computers, pencils, worksheets, etc.);
- be prepared to work both productively and quietly on something school-related (doing nothing is not an option);
- sit every other seat, towards the front of the room, and with computers open;
- avoid utilizing cell phones, as well as all other distracting electronic devices.

In the Zones, teachers will:
- ensure that all students follow the above-mentioned SOP's;
- continually monitor students;
- take attendance at the start of each MOD;
- use their discretion when it comes to students working in groups, listening to music, etc.
- Engage each student and check for needs/questions in the MT/LT

If a student needs to work with a classroom teacher and will arrive late/leave early/miss the Zones, the student will:

- ask the classroom teacher's permission;
- upon approval, the student will e-mail the Zone teacher informing him/her of the approved absence;
- the student will CC the classroom teacher on the e-mail.

EXPECTATIONS FOR DUAL CREDIT CLASSES

Both MOD and Traditional students enrolled in a dual credit course through Mount Marty or Augustana must complete a course by the end of the school year of initial course enrollment in order to receive college credit. However, pacing may be extended in order to receive high school credit.

This position is due to the expectations of each post-secondary institution (accreditation rules, semester deadlines, etc), as well as Harrisburg's expectations for the rigor of a college level course. That being said, per the philosophy of the Mod-CL, we will continue to allow students extended timelines (summer school, etc) to finish those courses for high school credit, master the content, and reach their potential within the discipline. We do not want to cut students short of a mechanism for learning the material — this will benefit students immensely regardless of whether or not they are issued college credit.

Visit the following for additional information: http://highschool.harrisburgdistrict41-2.org/wp-content/uploads/2015/12/HHS-College-Course-Offerings1.pdf

EXTRACURRICULAR ELIGIBILITY FOR CL

Students wishing for the privilege of participation in activities must make reasonable progress toward graduation. The SDHSAA requires that students pass 2.0 credits in the semester prior to be eligible to participate in sanctioned events. The unique nature of the CL program does not allow for a relinquishment of that expectation but requires differentiation.

CL students will be considered eligible in this way:

- **FIRST SEMESTER FRESHMEN:**
  - All students are eligible starting their first semester of high school.

- **ALL OTHER STUDENTS**
  - Semester progress report indicates success^ in 4 classes (2.0 credits).

  - Student has averaged 6.0 credits per semester in each of their High School Semesters.
  - In the Spring semester, students within .5 credit of eligibility will be afforded a 2-week grace period for teachers to correct summer school work.

^Success = A minimum pace and quality grade of 70% (the passing limit on grading scale).

E-MAIL ETIQUETTE

In a day and age when technological communication is on the rise, it is essential for students to gain the necessary skills to communicate effectively, efficiently, and professionally via e-mail. To support and encourage students in developing the necessary skills, below are some simple rules for effective dialogue and courteous interaction.

1. Use the subject line to introduce the e-mail.
   - <u>Example</u>: *Spanish Worksheet 2.3*

2. Begin with the appropriate address.
   - <u>Example</u>: *Mrs. Cardillo, Mr. Fesler, Mr. Dohn, Mrs. Bigge*

3. Use correct grammar and complete sentences.
   - <u>Example</u>: *Mrs. Gross, I have a question regarding...*

4. Explain your reason for communication with precision.
   - <u>Example</u>: *Mr. Hammerquist:*
     I am having a problem with number 6 on measurement topic 4. I have attempted it three times but cannot seem to come up with a solution. I have tried using all three axioms, but none seem to work. Can you help me over e-mail, or should I schedule an appointment?

5. Include a screenshot or attachment if needed.

6. Always end your e-mail with a courtesy
   - <u>Example</u>: *Thank you,or Signature: John Stavres,*

7. If the reason for your e-mail is going to take more than one or two e-mails, set up an appointment.

8. Remember to re-read your e-mail before hitting send.

9. If there is a difference of opinion, make an appointment. Do not try to resolve potentially difficult issues over e-mail, but instead meet face-to-face.

10. Teachers have been instructed to return an e-mail to students within 24 hours unless they have indicated otherwise with an automatic reply. However, if the above rules are not followed, they will reply that e-mail etiquette has not been followed, and they will not reply until the above rules are utilized. Become professional in your communication. If you need assistance, discuss your e-mail etiquette with your Communication Arts teacher.

ACCESSING ADDITIONAL INFORMATION

The Harrisburg School District and High School websites provide a wealth of information regarding many topic important to both parents and students. We encourage you to explore the website and become familiar with where to access this information.

Following are several of the most commonly accessed links.

- SCHOOLOGY: https://harrisburg.schoology.com/

- HHS WEBSITE: http://highschool.harrisburgdistrict41-2.org

- COUNSELING CENTER: https://thelenwebsite.shutterfly.com/

- COURSE REGISTRATION: http://highschool.harrisburgdistrict41-2.org/wp-content/uploads/2016/03/16-17-Official-Registration-Book-v2.8.16.pdf

- STUDENT HANDBOOK: http://highschool.harrisburgdistrict41-2.org/wp-content/uploads/2015/08/2015-16-Handbook-.pdf

- LAPTOP POLICY HANDBOOK: http://highschool.harrisburgdistrict41-2.org/wp-content/uploads/2016/02/Any-Time-Anwhere-2015-16.pdf

- HHS TUTORING SERVICES: https://jh299.k12.sd.us/Default.htm

- STAFF LISTING: http://highschool.harrisburgdistrict41-2.org/?page_id=1911

- TWITTER: twitter.com/HarrisburgHigh

HARRISBURG HIGH SCHOOL CL

LEVEL 4 PROJECT GUIDE

The purpose of a Level 4 Project is to provide each student the opportunity to demonstrate mastery and comprehension of various learning targets, across multiple disciplines. Students who choose to undergo a Level 4 Project will be expected to show significant motivation in not only developing and completing their project, but also in demonstrating a comprehensive, applied, real-world understanding of the material. This will include, but will not be limited to: extension of classroom concepts toward novel application, completion of tasks agreed upon by the Project Committee, application of essential research skills established by each department, completion of a timeline documenting student progress, and culmination through presentation of the final project. In order to complete a Level 4 Project, students will be expected to follow the following protocol:

I. The student will approach the appropriate classroom teacher(s) with a general interest for completing a Level 4 Project. A basic description of the project will be discussed for acceptability.

II. The student will complete a Level 4 Proposal Form and submit it to the Level 4 Coordinator for review.

III. The Level 4 Coordinator will review the Level 4 Project Proposal Form and schedule a meeting with the student to discuss goals and methodology. Student will fill out a Level 4 Project Timeline Form. Upon completion of this meeting, a Level 4 Project will be fully approved, approved with revision, or denied.

IV. The student will work towards completion of their Level 4 Project. They will meet with the Level 4 Project Coordinator and the classroom teacher(s) in accordance with their Timeline Form at specifically scheduled times to ensure they are keeping the appropriate timeline and meeting their targeted goals.

V. The student will select a project format and will prepare a presentation for formal delivery. The format of this presentation is flexible and will be agreed upon by the student, the classroom teacher(s), and the Level 4 Project Coordinator. Students will schedule a time to present to the classroom teacher(s) and the Level 4 Project Coordinator.

**See the Level 4 Schoology page for specific information regarding
the Proposal form, Timeline Form, and Rubric.**