



Dartmouth Public Schools

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District Remote Learning Plan

The mission of the Dartmouth Public Schools is to provide a quality education for all learners.

Following the Governor's announcement that schools will not re-open before May 4, 2020 we enter a new phase of educational planning. Up to this point we have worked diligently to provide educational resources through an ever evolving Extended Learning Page for students and parents to use to keep children connected to learning. Our Instructional Technology teachers have been working with staff so they are able to use various technology platforms to deliver learning opportunities.

As this crisis evolved we started to expand our course of action. We initiated our food program. Bagged meals containing two (2) breakfast and two (2) lunch items can be picked up on Mondays, Wednesdays and Fridays at Quinn Elementary from 11am to 1pm. Our tech department also worked countless hours to organize and disseminate technology devices to students across the district so they can access the online resources being offered. Our Extended Learning Site was designed to support student learning while school is not in session. This site includes: School Level, Social Emotional, Special Education, English Learner and Tech Resources. Our staff also began reaching out to families through various modes of communication such as virtual conferencing, Facebook, emails and phone calls. Administrators and teachers also began collaborating with grade level and content area colleagues to develop learning activities and project based opportunities that promote deeper learning of previously learned skills. These activities and posted lessons are being delivered through Google Classroom and our [Extended Learning Site](#).

With the Governor's announcement we are entering a longer phase of educational planning. While remote learning cannot replace the experiences students have inside the walls of a school, they can foster independence, critical thinking, decision making, collaboration and problem solving skills; all the qualities we strive to help our students develop. With that said, we must all pull together to help students continue their learning over this extended period.

Recommendations from the Massachusetts' Department of Elementary and Secondary Education (DESE), encourage districts to support students to engage in meaningful and productive learning that challenges their thinking and inspires independence and creativity. This learning is not meant to replicate school but should inspire a focus on reinforcing, applying and deepening previously learned skills. DESE states that during this school closure time, students should engage in learning for approximately half the length of a regular school day, and learning should be a combination of educator-directed and student-directed learning. This is a great opportunity for students to explore topics they are interested in.

This plan for remote learning is designed to be a system that provides for a manageable, meaningful and sustainable learning experience and has been created with students, staff and families in mind. Teachers and counselors have begun this phase by developing Google Classrooms, holding office hours and connecting with students using various tools such as video or audio conferencing, phone calls, email, posted projects, story time, book studies and more.

The safety and well-being of our students, families, and staff have been and must continue to be our top priority. We are focused not only on physical health, safety, and nutrition, but also on social-emotional and mental health needs, which could intensify during this time. This crisis affects our entire community in terms of physical and mental health, as well as ability to achieve academically. Maintaining connections between school staff and students is paramount.

In closing, it goes without saying that this is an extremely challenging time. At a time when schools are closed, families are struggling to meet economic, emotional and basic life needs. We understand how difficult this is and thank you for your continued support as we face this together. Our teachers miss our students tremendously and will continue to strengthen capacity to keep children engaged in learning. If you have questions or need guidance please contact your children's teacher or building principal.

We wish you all good health!

Bonny L. Gifford

Bonny L. Gifford, Ed.D.

Superintendent Dartmouth Public Schools

"Quality Education for All Learners"

The Dartmouth Public Schools, in partnership with parents and the community, will deliver challenging, standards-based instruction for all students that fosters academic, physical, social and emotional development. Utilizing data analysis to drive instruction, we will implement specific strategies to support every student to think critically, solve problems and become a responsible, contributing citizen. Our high school graduates will possess the required skills and knowledge necessary to thrive in their academic and vocational ambitions.

EXECUTIVE SUMMARY

- The purpose of remote learning is to provide students with **continuity in learning opportunities** that support maintenance of academic readiness, reduce knowledge regression, strengthen personal relationships and stay connected to learning.
- This remote learning plan is **not meant to replicate school** but to serve as an overarching framework of expectations for learning and social emotional support. Because this is an uncertain time, it is expected that this plan might shift with new guidance.
- As soon as school closures were announced we developed an **Extended Learning Page**; resources continue to be added. Soon thereafter teachers began reaching out to students through various platforms, learning how to use Google Classroom and collaborating with colleagues to develop enrichment activities. To maintain progress we have created this plan to clearly articulate our Remote Learning Plan. Families are strongly encouraged to submit work so teachers may further adjust activities to meet needs.
- While **assignments will not be graded in the traditional sense**, teachers will be providing feedback as appropriate. A system to determine how credit for participation and/or completion is still to be determined. This will look slightly different at each grade level and you should receive more specific information from the building principals. The high school's plan is noted at the end of this document.
- Teachers will use Google Classroom to post the required number of activities per week as described under **Remote Learning Expectations for Staff** in this document.
- We recognize how this closure affects emotions. In support, staff will make connections with families using district approved tools such as email, phone calls and virtual platforms as defined on the Technology page of the DPS Extended Learning Site.
- DESE's recommendations include that students should engage in meaningful learning for approximately half the length of a regular school day, and learning should be a combination of educator-directed and student-directed learning.

Acknowledgement: The Dartmouth Public Schools would like to acknowledge the Ludlow and Lexington Public Schools for sharing the framework of their remote learning plan. The framework provided an outline by which this plan was created, customized and developed for the Dartmouth Public Schools.

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The Purpose of Remote Learning

In the past week, Dartmouth and many other districts have been working in collaboration. Curriculum leaders, special education directors, teachers, building and district leaders have participated in virtual discussions in an effort to thoughtfully prepare and carry out a remote learning plan. Dartmouth has refined and defined its approach to remote learning through this process and we have outlined it within this document.

While remote learning cannot fully recreate the important human contact of a traditional classroom, we are working to provide opportunities for authentic learning and connection, within the parameters of federal and state guidelines. It is important for families to understand that the typical school day cannot be perfectly replicated through remote learning, and in our efforts to shift to on-line delivery of instruction, we need to be sensitive to the needs of all students, families, and staff. We understand the hardships this remote learning environment places on families, and we recognize that partnering with parents and guardians will be more vital than ever. Dartmouth Public Schools is committed to working in tandem with parents/guardians and to provide the necessary resources to help facilitate learning in the home environment.

Remote Learning Guidance for Families

We recognize that the level of instruction for remote learning will not be equivalent to what is taught in the traditional classroom setting. We need to be more sensitive than ever to the needs of our students and families. We recognize that parents and guardians will be supporting their children's learning and they will likely have less familiarity with content and instructional practices. With this in mind, we offer the following reminders:

- Students will be participating in self-directed learning in remote educational settings with less structure and teacher support. We recognize this can be stressful and ask parents to do the best they can.
- Parents/Guardians cannot be expected to take the place of instructors; they may not know the content and even if they know the content, they may have limited time and ability to provide support as they manage daily living.
- Parents/Guardians also may be juggling work or working from home, taking care of younger children or family members, or dealing with illnesses.
- Educators are collaborating to provide appropriate content/resources to support students while being mindful of the amount of work that is given to students and families.
- Educators will consider the needs of all students; including those with and without disabilities, those for whom English is a second language, those with emotional needs and those with financial difficulties.

Remote Learning Guidance for Staff

- **Support student choice/student agency.** Design lessons and activities to include options for students, for example, a menu of choices, a variety of materials and resources to choose from, different lengths of activities, and tapping into different learning styles and modalities.
- **Differentiate.** Consistently consider the process, product, pacing, and resources in lessons and activities to ensure all students can partake in some way.
- **Focus on deeper dives into learning.** Provides an opportunity to continue to challenge students in new ways and expand their learning on previously learned standards. Now is the time to try that thing we've always wanted to do that we know will excite students and bring joy to learning.
- **Collaborate.** Rely on each other and the host of resources out there to support students. Plan together. Share resources and ideas.
- **Communicate, communicate, communicate.** With students, with parents and with each other. This can take the form of district approved tools such as email, phone calls and virtual platforms. Teachers should use whatever district approved tools as defined on the Technology page of the DPS Extended Learning Site they feel most comfortable with to connect with their students. Reach out and support one another. Sustaining relationships is a key objective, and it will get us through the hard times.
- **Student feedback.** Communication also includes feedback on student learning. Our main emphasis will be on teacher feedback on student work to support learning. Teachers will not be grading in the traditional sense.

Remote Learning Expectations for Staff

Teachers and service providers are advised to provide the following disclaimer within their email and Google classroom:

“There is no expectation of privacy in a virtual classroom. Lessons may not be recorded, copied, disseminated or distributed to any person and/or entity. Lessons may not be lawfully recorded without consent of all participants. Lessons may be viewed by individuals in our students’ households, therefore, the district cannot ensure your student’s confidentiality or privacy. By allowing your child’s participation today, you are acknowledging the privacy limitations.”

- **All staff** will check school email at least twice per day.
- **All staff** shall respond to all student, parent and school emails within a 24 hour period within the contractual work week/day.
- Administrators shall provide 48-hour notice for all virtual meetings. All staff will attend one (1) mandatory staff meeting weekly and one (1) CPT meeting weekly to be held during normal work hours.
- **All instructional staff** shall make available a minimum of two (2) "check-in" opportunities per week per class, discipline or subject matter for the purpose of maintaining contact and

face-to-face relationships through district approved virtual platforms as defined on the Technology page of the DPS Extended Learning Site. Additionally, **all staff** should schedule daily, published office hours to support students. The high school schedule is set forth on page 15. (Staff who prefer not to use face-to-face virtual platforms to communicate with students and families shall be allowed to use alternative methods with administrator approval.)

Classroom Teachers Grades preK-12 will set-up and maintain a Google Classroom to communicate with students and post collaboratively developed weekly activities. PreK-K will either use Google Classroom or email to communicate with families.

- Grades PK-5 shall post three enrichment activities weekly (Mon., Wed., Fri.,) per content area: ELA, Math, Social Studies/Science.
- Grades 6-8 shall post three enrichment activities per content area weekly.
- Grades 9-12 shall post three enrichment activities per content area on Wednesdays.
- Feedback on activities shall be provided in a timely fashion at all levels for work returned.
- All teachers shall provide accommodations in accordance with students' learning needs.
- All posted activities will be developed collaboratively within grade levels/content areas.
- Lessons shall provide learning opportunities that reinforce and strengthen previously taught content/skills/standards.
- Teachers will hold daily office hours. At this time staff will be available through email, phone call, or virtual interaction in order to explain and support learning activities.

Instructional Coaches/Lead Teachers will guide teachers in maintaining a Google Classroom to communicate with students and post collaboratively developed weekly activities.

- Lead Department/Grade level meetings.
- Align resources aligned to standards across department/grade level.
- Provide department/grade level guidance on best practice on remote learning.
- Coaches will hold daily office hours. At this time, coaches will be available to teachers through email, phone call, or virtual interaction in order to explain and support learning activities.

PK-Grade 8 Specialists/Interventionists (ELA/Math/EL) will set-up and maintain a Google Classroom to communicate with students and post collaboratively developed weekly activities.

- Specialists shall post enrichment lessons (Tuesdays and Thursdays) each week.
- Feedback on activities shall be provided in a timely fashion at all levels for work returned.
- Specialists shall make available a minimum of two (2) classroom "check-in" opportunities per week for the purpose of maintaining contact and face-to-face relationships through district approved platforms as defined on the Technology page of the DPS Extended Learning Site.
- Specialists will hold daily office hours. At this time staff will be available through email, phone call, virtual interaction in order to explain and support learning activities.

PK- Grade 12 Special Areas (Art/Library/Music/PE & Health, etc.)

- Grades PK-5 shall post three enrichment activities a week (Mon., Wed., Fri.,) for grade bands. (PreK-1, 2-3, 4-5). Activities will be accessed via a link on the general classroom teachers' Google Classroom or the DPS [Extended Learning Site](#).
- Grades 6-8 shall post one enrichment activity per grade level each week. Activities will be accessed via teachers' Google Classroom.
- Grades 9-12 shall post three generalized enrichment activities a week. Activities will be accessed via teachers' Google Classroom.
- Special Areas Teachers will hold daily office hours. At this time staff will be available through email, phone call, virtual interaction in order to explain and support learning activities.

Middle and High School Counselors shall post and hold office hours fifteen (15) hours per week, three (3) hours per day. They shall also communicate via email with their respective caseloads at least once a week, but also as necessary to offer support, strategies and information regarding terms, AP, college application process, course request process, scholarships, etc. Additionally, staff shall check and respond to individual student/parent emails daily and notify administration with any concerns regarding student safety and well-being.

Teacher Assistants (without additional stipend) Pre-K through Grade 12

Each TA will participate in Google Classrooms with teachers as assigned by building principals and/or synchronized live check-ins with students. TAs should also assist with the preparation of activities, resources for the family, or support to the students.

Teacher Assistants (with additional stipend) Pre-K through Grade 12

Each TA will check-in with their supervisor each day to determine how they can assist with preparation of activities or supports to students.

SLPA & RBT will provide services to students as directed by their SLP or BCBA supervisors.

LPN School Nurse will assist the Nurse with registration paperwork as directed by the school nurse.

LPN 1-1 will reach out to the family/student(s) she/he is assigned to and provide support as needed. He/she will also collaborate with classroom teachers to support student access to resources.

Administrative Assistants/Secretaries shall check voice/electronic mail twice daily and report each day to Principal/Assistant Principal any general issues or immediately in case of emergency. They shall assist with school management as needed.

Nurses shall check their voice/electronic mail twice daily and report any issues to the Principal/Assistant Principal. They shall work collaboratively with teachers on learning activities, if applicable. They shall continue to work on registration paperwork (immunizations/physicals) and DPH paperwork.

Special Education Teachers (PK-12) and Related-Service Providers (Speech-Language, Occupational Therapy, Physical Therapists, Outreach Social Workers) shall establish and document a Remote Learning Plan that will summarize the services and supports that each student with an Individual Education Plan will receive during school closure. This Remote Learning Plan (along with an N1) will be going home to parents. Feedback from parents (by way of parent concerns) will be considered in the development of the Remote Learning Plan.

Special education service providers will plan weekly for each student on their caseload. Each provider will plan for his or her own goal/service area. The weekly service should focus on maintenance of previously learned skills as well as the prevention of regression.

Each student's weekly service should consist of a combination of the following based on student needs:

- **Assignments and resources for the family, active outreach to the family, and direct service:** Assignments may include accommodated/modified-versions of the grade-level work provided by general education teachers (this will be common for Special Educators in co-teaching roles).
- **Resources for families:** may include a proposed home routine, prescribed websites to explore over the week with their child, prescribed websites to better understand their child's disability, pre-recorded tutorials and explanations for parents, or a recommended schedule to practice skills.
- **Active outreach to families:** refers to direct conversation with families or emails. The conversations will likely involve prioritizing the student's needs, problem solving with the parent, addressing behavioral issues, and customizing the student's daily schedule.
- **Direct service:** Direct service may include pre-recorded lessons and activities, virtual interactive instruction using Google Classroom, virtual meetings, telephonic instruction or instruction through reciprocal email conversations.. Interactive instruction may occur individually or in small groups. If educators offer instruction in small groups either telephonically or through video, a confidentiality disclaimer will be read by the school staff at the beginning of their instruction.
- **Direct instruction and therapies** are the heart of Special Education and administration asks that educators offer these lessons at a frequency that is appropriate based on the student's need and given the current circumstances.
- **Advanced notice to parents:** Special Education Teachers and Related-Service Providers will develop their weekly schedule of providing services to students and share with parents in advance.
- **Documentation:** As documentation is critical in Special Education, administration asks that the educator maintain documentation of weekly service, communication logs, and/or email/social media records.

Remote Learning Plans for Students with Disabilities

On March 21, 2020, the U.S. Secretary of Education released new information clarifying that federal law should not be used to prevent schools from offering remote learning opportunities to all students, including students with disabilities. This new resource from the Office for Civil Rights (OCR) and the Office of Special Education and Rehabilitative Services (OSERS) explains that as a school district takes necessary steps to address the health, safety, and well-being of all its students and staff, educators can use remote learning opportunities to serve all students. ([Excerpt from Supplemental Fact Sheet—COVID-19 and Serving Children with Disabilities; U.S. Department of Education sent this bulletin at 03/21/2020 07:26 PM EDT](#)). Additionally, a Revised Massachusetts Department of Education Fact Sheet, March 26, 2020, articulated that remote services are individualized determinations and regular communication with parents is expected.

During school closure, your child is entitled to receive accommodations and services set forth on his/her IEP consistent with the need to protect the health and safety of students with disabilities, teachers and staff. Governor Baker's order prevents in-person instruction in order to prevent the spread of the deadly coronavirus. How the district provides special education to your child will look different during this unprecedented period of national and state health emergency. The district will be making every effort to use creative strategies to provide special education instruction to the extent feasible. Parents will be contacted to solicit their participation in formulating a remote learning plan for their child.

Special Education Supports

Special education teachers can have particularly close connections with their students; therefore, communication with families and a continued connection with school during this challenging time is of paramount importance to us. Many of our special education teachers have already been in contact with parents and caregivers. In some cases, students have reached out and connected with their teacher during this time. If they haven't already, special educators will be reaching out to all families and caregivers next week to check in and discuss a Remote Learning Plan for their child. They will be collaborating with related service providers, general educators, and others who support your student to ensure that recommendations for activities are appropriate and accessible. The collaboration will continue during this period of school closure. As always, please do not hesitate to contact your Building Principal or our Assistant Pupil Support Services Administrator, Lori Jodoin at lorijodoin@dartmouthschools.org. We are here for you, and we want to support you.

Technology

Student Data Privacy

We understand families are seeing and hearing a lot of information about digital tools that are being used in other districts, and perhaps with friends or relatives. While we encourage the use of digital tools in remote learning, we need to take into account student safety and student data privacy. Many software companies offer "free" apps and software, but consumers should be wary and exercise

caution. Student data can be used for marketing and other purposes and personally identifiable information about students may be revealed. As noted previously, all online student engagement must be compliant with the Children's Internet Protection Act (CIPA) and Children's Online Privacy and Protection Act (COPPA). DPS has processes for determining what software and apps will be used for instruction and how to request the use of those software and apps, as we work to protect student data. Staff will receive professional development regarding the aforementioned.

Remote Learning and Technology Tools

Dartmouth educators have access to the entire suite of Google tools. Because these tools are regularly used with many students, educators will use Google Classroom and other G Suite tools that are familiar. Additionally, for our younger students who may need families to share information with them, Google Sites or other website platforms that teachers have used are a great location to share activities and information for students and families.

Go to our [Extended Learning Site](#) under tech tools if you would like to learn more about some of the tools such as Google Meet/GoGuardian, Zoom, SeeSaw and Bloomz/REMIND our teachers are using. Please reach out to your child's teacher should you need assistance with these tools. If you need additional technological support, contact our Chief Technology Officer, Jonathan Gallishaw at chromesupport@dartmouthschools.org.

Deploying 1:1 Devices for Students During Remote Learning

Since March 17, 2020, the Dartmouth Public School District has deployed 342 chromebook devices to students in grades K-7 who did not have access to technology. This complements the 1-to-1 Chromebook deployment to students in grades 8-12 (1408 devices). If you have not already communicated with your building principal, but your student is still in need of a device, please email your child's principal immediately. They will work with you to get a device for your child. Any scheduled pick-up will be completed in a "drive-up" style where the passenger window is down and the staff member meets the person curbside.

Families who need Internet access in their home during the school closure should contact the appropriate resources below to inquire about assistance. For DPS students who may have Xfinity (Comcast) Internet Assistance Program 1-800-934-6489 <https://corporate.comcast.com/covid-19>.

Verifying Family Contact Information

Given increased reliance on email and other forms of communication during this time, we are asking families to periodically review and update their contact information that can be found in the Aspen Family Portal. Here families can view and update current email addresses. If you believe you are not receiving contact from DPS through email, text or phone via our Alert System or if you need any Aspen Help, please email aspenhelp@dartmouthschools.org.

Federal Government Announces State Waivers on Standardized Tests

The Department of Elementary and Secondary Education (DESE) recently waived the MCAS testing requirement for the remainder of the 2019-2020 school year. In light of the on-going health crisis, Commissioner Riley has canceled this spring's regular administration of grade-level MCAS tests for students in grades 3-10. In addition, the legislation allows the Board of Elementary and Secondary Education, upon the commissioner's recommendation, to modify or waive the requirements of the competency determination for high school graduation in order to address disruptions caused by the outbreak of COVID-19 or the state of emergency. The commissioner is considering various options, and further guidance will be forthcoming.

Student and Family Supports

The period of school closure may create a variety of challenges in our community, as everything changed practically overnight with COVID-19 in our society and in our public schools. People with higher levels of cognitive flexibility and adaptability are able to adjust better to the changes around us. Now, more than ever, there is a need to explicitly teach the skills that build resilience in our students. Whether your child and your family is part of a population with a dedicated support staff, such as Special Education, and English Learner Education programs, or your unique circumstances require different resources and opportunities than the typical family, we want to provide all DPS children what they need to succeed.

In this uncertain time, the Dartmouth Public Schools remain steady in our mission, particularly in the importance of how supportive relationships impact student wellness and achievement. Respect, trust, and understanding are the foundation of our relationships within our learning community whether in school or remotely. As educators, we know that our students' basic needs must be met, and they must have the proper tools before they can learn. As we engage in remote learning opportunities, we have asked all staff to be observant of students and families who have not communicated regularly during this period of school closure. Staff are encouraged to reach out to you—to our families. These check-in's are opportunities to ensure our students and families remain connected and engaged in learning, but also to stay attuned to your needs. Families are encouraged to share with staff any challenges they are currently facing that will make it difficult for their child to engage fully with their remote learning. Support staff, especially members of the Counseling, English Learner Education, and Special Education departments, continue to remain available to you in "virtual" but personalized ways.

Beyond our dedicated school staff, we are fortunate that the larger Dartmouth community has ample resources and volunteers to help families with a variety of needs, including access to food, internet access, and much more. As part of this process, we have reached out to families in need of access to school breakfast and lunch services and have established assistance. We encourage any family in need to contact our Assistant Superintendent for Finance and Operations, James Kiely jameskiely@dartmouthschools.org to arrange assistance with this program.

DPS and Town of Dartmouth COVID-19 Information and Updates

Knowledge is important, but *where* you get your knowledge is just as important. Local COVID-19 information and previous communications can be found at the following sites: [Town of Dartmouth](#), [Dartmouth Public Schools](#), [Department of Elementary and Secondary Education](#) and [Center for Disease Control](#).

DARTMOUTH HIGH SCHOOL

Grading at DHS During School Closure

High School Seniors at Risk of Failing

The Superintendent of Schools has participated in a number of conference calls with Commissioner Jeffrey Riley and Department of Elementary and Secondary Education (DESE) staff. High school seniors at risk of not graduating is a concern for all public schools. DESE is aware of the issue; we expect to receive continued guidance on this topic. Despite the school closure, Dartmouth High School is committed to ensuring seniors are provided every opportunity to successfully complete all required coursework for graduation. A full list of supports is included for reference below. Currently, districts are being advised to implement a plan Pass/Fail system and develop a plan for students in danger of failing.

Grading Information

In order to guard against any possible inequity, students will be held harmless if they are unable to complete enrichment activities for reasons beyond their control. However, it is expected that every student who is able to do so, will complete each of the enrichment activities that are developed by our teachers. Engaging in enrichment lessons is the best way to prevent learning regression during the school closure. This is also a great opportunity to develop deeper learning on various topics.

With regard to completing course grades impacted by the school closure (all year long and Semester 2 courses) the following grading procedures will be utilized:

- **Year Long Courses** (Semester 1--Letter Grade issued based upon Term 1 and Term 2 grade and will be figured into g.p.a. calculation. Semester 2 which encompasses Terms 3 and 4 will NOT be included in g.p.a. calculation and will be issued a Pass/Fail based upon work completed up until March 13th as well as any assignments completed from the return of school on May 4th through the end of the school year).
- **Semester 2 Courses** (Courses from Term 3 and 4 will be Pass/Fail based upon the completion of work up until March 13th as well as any assignments completed from the return of school on May 4th through the end of the school year).

Please note:

Working in consultation with their teachers, students will have the opportunity to submit, revise or turn in any assignments that were issued prior to the school closure on March 13th. Working collaboratively with their teachers, students will develop a course of action and timeline to complete this work. All requests for resubmission must be made by May 1st. High school staff will refer student/parent requests to re-do quarter one or two assignments that they deem to be excessive to the principal or associate/assistant principal. The principal will determine whether to allow, modify or deny the request taking into consideration the teacher's professional judgement. Extenuating circumstances which prevent the student from adhering to the timeline may be reviewed by the Principal or Associate/Assistant Principal.

- Please note this grading plan is subject to change, If school is closed beyond May 4th this plan may be amended.

Supporting ALL DHS Students

- **School Counseling Department:** including Counselors, Social Workers and School Psychologist will be holding virtual office hours from 8 a.m. until 11 a.m. each day. During these office hours students may engage with their counselors via video conference, email or by phone. School Counselors will also be checking email throughout the school day in order to best support ALL students.
- **Student Support Teams** will continue to meet virtually to discuss and continue to progress monitor students who were being supported by the Student Support Team prior to school closure on March 13th.
- All **Dartmouth High School students**, after consulting with their teacher, will have the ability to resubmit, revise or submit assignments that were issued prior to school closure.
- The **FLIP program** will continue to operate for students who were part of the program prior to the school closure. We recognize that many students were meeting with success in the FLIP Program and progressing toward graduation - an important pathway to success for some students.
- Educators will use **video conferencing** as a support to consult with students, clarify questions, etc. An opt out form as well as district-wide expectations for behavior has been provided by the district to accommodate families that do not wish to have their child participate in video conferencing as well as to make behavioral expectations during video conferencing clear to all participants.

DHS Remote Learning Schedule

<u>DHS Virtual Office Hours by Academic Department</u>		
<u>Department</u>	<u>Morning Hour</u>	<u>Afternoon Hour</u>
Business & Computer Science	8 a.m. - 9 a.m.	12 p.m. - 1 p.m.
English	10 a.m. - 11 a.m.	1 p.m. - 2 p.m.
Mathematics	9 a.m. - 10 a.m.	1 p.m. - 2 p.m.
Science, Technology & Engineering	8:30 a.m. - 9:30 a.m.	12:30 p.m. - 1:30 p.m.
Social Studies	9 a.m. - 10 a.m.	1 p.m. - 2 p.m.
Unified Arts	10 a.m. - 11 a.m.	1 p.m. - 2 p.m.
Wellness	8:30 a.m. - 9:30 a.m.	12:30 p.m. - 1:30 p.m.
World Languages	8 a.m. - 9 a.m.	12 p.m. - 1 p.m.

SATs and Advanced Placement Tests: Update from College Board

The [College Board](#), the organization that oversees assessments such as the [SATs](#) and [Advanced Placement](#) (AP) exams continues to update test dates and availability for students who have been or were planning to schedule an assessment.

In response to coronavirus (COVID-19), the College Board is cancelling the May 2, 2020 SAT administration. Make-up exams for March 14 (scheduled for March 28) are also cancelled. Please visit the links provided in the first paragraph for continued updates.

The College Board has provided the following update:

- All AP exams will be offered in a streamlined fashion (45 minutes long) and will be taken by students at home.
- The streamlined exams are under development and will focus on content that would have been covered by most AP Teachers prior to the first week of March.
- Deadline to submit portfolio artifacts in AP courses that require a portfolio (AP Art & Computer Science Principles) has been extended to May 26, 2020.
- The College Board will offer 2 different exam dates per AP course which a student will be able to select from. They will publish the schedule to their website by April 3, 2020
- If a student decides they do not wish to take the exam given the school closure, the College Board has committed to issuing a refund.

For more information, please consult our [DHS Advanced Placement Update](#).