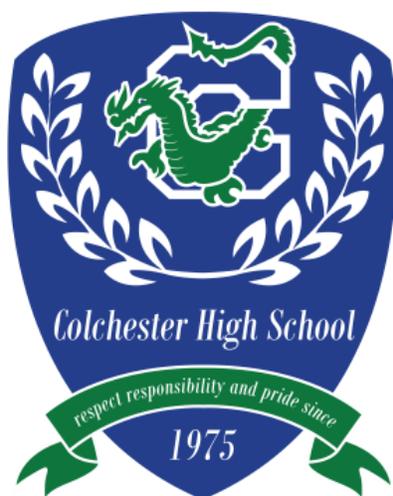


Colchester High School



AT

HANDBOOK

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INTRODUCTION

Excellence and Equity in a climate of Respect, Responsibility, and Pride

CHS CORE BELIEFS

We engage in **diverse learning experiences** rooted in relationships, relevance, rigor, and shared responsibility.

We **work together** to build on one another's strengths and perspectives.

We cultivate a **strong and connected community** that respects and celebrates all Lakers.

We demonstrate **respect and compassion** for ourselves, one another, and our school.

We create **safe spaces** where all Lakers can thrive.

We empower all Lakers to use their voice, pursue their aspirations, and be **active and engaged** members of our community.

AT Program Vision

High performing schools systematically ensure that all students are meaningfully connected with at least one adult in the school and that there is a unified focus on high performance. CHS is an accredited school through the New England Association of Schools and Colleges (NEASC). One of the NEASC required standards for accreditation is:

There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

CHS has a focused advisory structure we refer to as **AT**. The "A" represents Academic Acceleration, Access, Advising, and Activity. The "T" stands for Time.

AT is designed to provide systematic opportunities for students to access academic acceleration, advising, interventions, activity, and supports. **AT** focuses on academics within a structure of community building, service, and mentoring. To further elaborate upon this purpose, the following definitions are provided:

- Community Building - Developing positive relationships that foster pride, responsibility, and a desire to become contributing citizens by performing service to the school and greater community.
- Mentoring - Providing guidance to students as they navigate transitions and challenges that they encounter at the various developmental stages of their high school career.

- Academic Enrichment and Support - Ensuring deeper understanding of concepts through targeted academic grouping and instruction and evidencing and celebrating learning through the development of PLPs.

AT Program Structure

The CHS schedule is structured to include a 30 minute **AT** block five days per week from 9:09-9:39.

Monday - HomeBase

*Students meet with their academic advisor in HomeBase to build community, develop PLPs, and to schedule **AT** for the week.*

Tuesday-Friday - AT

Students follow their scheduled weekly appointments and meet teachers for academic acceleration, support, and/or activity.

How Does AT Work?

- Each week students meet with their Academic Advisor in a consistent location for HomeBase. On most weeks, HomeBase takes place on Monday. However, due to a holiday or inclement weather, HomeBase will take place on the first school day of the week. HomeBase serves the function of delivering announcements and other communications, providing time for relationship building, as well as a mechanism for creating advisory PLPs, and engaging in school-wide service projects. Attendance for HomeBase will be taken in PowerTeacher.
- **AT:** Tuesday-Friday students will be booked in a variety of locations for **AT** (Mod 2) using Adaptive Scheduler. Locations will be someplace other than HomeBase unless there is a legitimate reason for a student to book a day with their Academic Advisor. During **AT**, students should be engaged in productive activity and teachers should hold students accountable. Attendance for **AT** is also taken in PowerTeacher.
- **Booking:** Students and their Academic Advisors will schedule locations for **AT** (Tuesday-Friday) during HomeBase. Academic Advisors will provide appropriate support to assist students in prioritizing their academic needs. *Students should be aware that teacher requests (referred to as "pre-bookings") take priority.*
- **Pre-Booking:** Teachers can pre-book specific students for particular days for mini-conferences, academic acceleration, support, internships, or work time. *Pre-booked appointments can not be changed without a conversation with the booking teacher.*
- **Weekly Schedule:** Students are responsible for checking PowerSchool (Adaptive Scheduler) and knowing their **AT** schedule for the week.

AT STUDENT EXPECTATIONS

- All CHS students are expected to attend and actively participate in HomeBase and **AT**. Responsibility and accountability are the criteria used to determine a Pass -100 or Fail - 0 grade.

A Y1 passing grade in **AT** is necessary to earn the .25 credit that will appear on each student's transcript. **AT** failures impact GPA.

- Students are expected to take responsibility for their learning and to work with their Academic Advisor during HomeBase to create an **AT** schedule for the week. Students are expected to review their current academic standing in PowerSchool in order to prioritize bookings and to use **AT** time in support of their learning.
- If absent from HomeBase, students are expected to connect with their Academic Advisor to review/update their **AT** schedule for the week. *Students should be aware that Academic Advisors create a schedule for absent students.*
- Students are expected to remain in their booked **AT** location for the entire time. This applies even if the faculty member the student was scheduled to meet with is out sick.
- Students are expected to be in their booked **AT** location at the bell. Students who are found outside of their booked location during **AT** may be subject to disciplinary action.
- Students are expected to adhere to all school-wide behavioral expectations during HomeBase and **AT**.
- Students are expected to be flexible during **AT**, understanding that there will be a wide variety of needs, requests, and questions for teachers.

UNIQUE CIRCUMSTANCES

- **Special Events:** Students will be pre-booked for special events throughout the year such as class meetings, service projects, PLP development, and pre-prom events.
- **Absent Students:** Students who miss HomeBase for booking will need to see their advisor the day of their return to verify their **AT** schedule for the week. Students can email their HomeBase advisor prior to Mod 2 on Monday in order to request particular teachers.
- **Seniors with Privileges:** All seniors are required to participate in **AT**. Senior privileges do not apply to **AT**.
- **Inclement Weather:** If school is closed on a HomeBase day, the following school day will be a booking day. If school is closed on an **AT** day (Tuesday-Friday) these appointments are cancelled and the schedule for the following day is maintained.
- **Internet Failure:** If Adaptive Scheduler is unavailable during HomeBase, students will make requests using paper booking slips and their schedules will be entered by their advisor ASAP. If the internet is down on an **AT** day (Tuesday-Friday), students will proceed to scheduled locations prepared to work without computers.

TEACHER EXPECTATIONS

- Teachers are expected to be in their **AT** locations on time.
- Teachers are expected to be respectful of students and their colleagues by limiting continuous pre-booking of particular students or groups of students. Pre-booking creates equity issues if done on a continuous basis.

- Teachers are expected to use strategies to do their best to meet the needs of as many students as possible during **AT**.

GUIDELINES FOR ACADEMIC AREAS

During HomeBase, students can book time to work with any of the teachers with whom they are currently taking classes. All core academic teachers are available during **AT**. Students are expected to use **AT** for productive pursuits. Students can also request that teachers pre-book them for **AT**.

While specifics of activities may vary by grade-level and class, during **AT** students work with teachers to:

- Clarify directions and expectations given by a teacher.
- Understand concepts that have been presented in class.
- Comprehend, interpret, analyze, and react to assigned reading material.
- Practice fundamental skills necessary for success in a particular class.
- Develop research formats for projects.
- Work on major projects; seek help in breaking down larger projects into smaller parts.
- Work on or receive assistance with incomplete homework assignments.
- Retake/Redo concept tests or other assessments.
- Confer with a teacher to advance their studies.
- (When possible) receive instruction and guidance on science labs.

Students not needing direct interaction are encouraged to use **AT** to:

- Work on special projects.
- Complete homework, academic tasks, and assessments.
- Research, read, and collaborate to develop knowledge and skills.
- Complete extension activities.

NOTE: While **AT** may reduce the need for after school or study hall help, it may not eliminate the need for such help altogether. This is particularly true for students who may need to make up work that requires specialized settings or equipment.

ART

During **AT**, Art Resource Areas (Mr. Cannizzaro/Mrs. Cummings) are available only to students currently enrolled in Art classes or students working on a specific project. *There is no "open art" during **AT**.*

MUSIC

During **AT**, only members of the Band, Jazz Band, Chorus, or Chamber Choir are permitted to engage in activities scheduled by the Music Department. Such activities might include extra practice sessions and/or individual practice of pieces specific groups of students are scheduled to perform. Music teachers can also work with students in elective areas.

PHYSICAL EDUCATION

The Vermont Education Quality Standards state: *“Each school shall offer options for students in grades K-12 to participate in at least 30 minutes of physical activity within or outside of the school day. Physical activity may include recess and movement built into the curriculum, but does not replace physical education classes.”*

To provide opportunities for physical activity within the school day, all CHS students can participate in ‘Physical Activity’ during **AT**.

PE Teachers will supervise students in the Gymnasium and the Weight Room on Wednesdays and Fridays each week. ‘Physical Activity’ in the gym will be connected to the current curriculum. For example, if P.E. classes are doing CrossFit, the physical activity during **AT** that week will be CrossFit.

P.E. Booking Guidelines:

- ‘Physical Activity’ sign-ups will be limited to 20 students in the Gym and 20 students in the Weight Room.
- To sign students up for ‘Physical Activity’ during AT, click on the P.E. Department in Adaptive Scheduler.

Students may be pre-booked by a CHS PE Teacher Tuesday-Friday for the following purposes:

1. To make up P.E. classes missed due to absences.
2. To review or refine skills addressed during regularly scheduled classes.
3. To do skills assessments.
4. To engage in character building and other sports related activities.

GUIDELINES FOR RESOURCE AREAS

LIBRARY

- The library has a limited number of spaces to ensure productivity and access to materials.
- The primary purpose of the library is research, study, or to work on assignments/projects related to classes in which students are enrolled. Library staff are available to assist students in using research tools and resources. Students are encouraged to see the Media Specialists in the Library for help.

- A productive atmosphere is the hallmark of any library. Students who do not respect the guidelines provided by library staff may face disciplinary action and their privileges revoked if behavior is not respectful. Library staff will communicate with advisors to monitor library access.

SUPPORT SERVICES

GUIDANCE

*Guidance counselors do not meet with students by appointment during **AT**.* However, small-group, grade-specific guidance presentations will be pre-booked into student schedules as needed.

SPECIAL EDUCATION PLANS

Students served by plans (IEP/ 504/ EST) all have case managers assigned to them. Students who are eligible for Support Services will be encouraged to self-advocate with their advisors during HomeBase for appropriate placement during **AT**.

Each department is assigned instructional assistant staff who are scheduled in their **AT** locations to support students. Case managers act as advisors during HomeBase. During **AT** (Tuesday-Friday) all case managers have the ability to pre-book students to work on goals in the student's plan, provide work/skills support, provide tutoring, or engage in other relevant services.

GLOSSARY OF TERMS

AT has program specific terminology. Please review the terms below prior to reviewing the remainder of this manual.

Academic Advisor – (A.K.A. HomeBase Teacher) The teacher assigned to meet with students each Monday during HomeBase. The Academic Advisor facilitates scheduling **AT** for each student for the duration of the week.

AT– The “A” represents Academic Acceleration, Access, and Advising. The “T” stands for Time. “AT” is a 5 day per week, 30 minute Mod, designed to provide academic acceleration, support, and engagement to all CHS students. “AT” also refers to the days (normally Tuesdays through Fridays) students meet with their teachers for academic purposes.

Adaptive Scheduler – The electronic format we use to book and track student participation during HomeBase and **AT**.

Attendance – Arriving on time and remaining for the entire HomeBase/**AT** Mod.

Booking – Advisors schedule or “book” appointments for **AT** during HomeBase. Students can be “pre-booked” or request that teachers “pre-book” them for specific purposes.

CHS Planner – (A.K.A The Student Handbook) Includes a calendar in which students can record their **AT** bookings and class assignments.

Credit – Students will be awarded .25 credits per year for attending and participating in Homebase and **AT**. F-0s impact a student’s GPA.

Grade Level Advisor – Teams of two teachers who, by grade, oversee and assist Academic Advisors in coordinating scheduling and programming for their respective grade level **ATs**.

HomeBase – An advisory group assigned to one teacher (Academic Advisor) for scheduling and logistical purposes. HomeBase meets on Mondays for students to “book” their **AT** locations for the remainder of the week.

Participation – Engaging in productive work; remaining on-task with assignments or projects during **AT**.

Pre-Bookings –Teachers can request students and pre-book (schedule) them for **AT** days. During HomeBase, students and their Academic Advisor will review any pre-bookings for the coming week and schedule student requests around them. Pre-bookings are given priority.

Resource Areas – Spaces other than core academic areas in the building where students can receive targeted support or other access to materials, project-related items or assistance.

FREQUENTLY ASKED QUESTIONS

*Who do I go to if I have questions about **AT**?*

- Questions can be fielded by Admin, a student's HomeBase Advisor, or a student's Guidance Counselor.

What happens on Mondays during Mod 2?

- Students go to their HomeBase location to schedule Tuesday-Friday **AT** appointments, to build community, and to work on the development of their PLP.

*How many students can sign up for any given **AT**?*

- Each teacher has a pre-set limit of 15 available slots for students (12 for teachers that share classroom spaces). This limit can be modified by individual teachers through administrative approval.

*What if I forget my **AT** Schedule?*

- Students can access their **AT** schedule in PowerSchool.

What happens Tuesday through Friday during Mod 2?

- Students report directly to their scheduled **AT** locations to further their academic skills and/or to engage in physical activity.

What if I have a part-time teacher who is not at CHS every day?

- Students can only book part-time teachers on the day (A or B) the teacher is in the building.

*I'm a senior, do I have to go to **AT**?*

- Yes, all students are expected to participate in **AT**. Students should remember that **AT** is credit bearing and F (0s) earned in **AT** impact GPA.

What if a student is out sick on Monday/HomeBase?

- Prior to HomeBase, students are encouraged to email or contact their advisor to make any scheduling requests.
- During HomeBase the student's Academic Advisor will review pre-bookings and PowerSchool grades and create an **AT** schedule for absent students.
- Upon returning to school, the student is expected to check in with their HomeBase Teacher/Academic Advisor to review/update their **AT** schedule.

What if I need help in a content area and my teacher is booked?

- Students and their HomeBase teacher should first try to book that teacher on another day or they could identify another content area teacher to meet with during **AT**. Students can also access teachers before/after school or at another mutually agreed-upon time other than **AT**.

*What if I need to make a guidance appointment during **AT**?*

- Guidance counselors pre-book group workshops during **AT**, not individual appointments.

What if I am pre-booked but need to go see another teacher?

- If a teacher has pre-booked you to come see them during a particular **AT** that appointment gets priority.

*If I am done with my work and still have time during **AT** can I go somewhere else?*

- No. Students are expected to thoughtfully book their time with teachers and to be prepared to work for the entire **AT** Mod.

*How do I earn credit for **AT**?*

- Students are awarded a Pass/Fail and .25 credits for attending and actively participating in HomeBase activities and **AT**. This will be reflected on the transcript.

Why do some HomeBase groups have more than one adult in them?

- Each Grade has a pair of Grade Level Advisors (GLA's) to help ensure that any **AT** activities go smoothly throughout their grade.

*Why does administration continually walk past my room during HomeBase/**AT**?*

- In addition to maintaining their own HomeBase, administrators circulate throughout the building to check in with students and teachers.