

# STRATEGIES FOR SUCCESS IN THE HIGH SCHOOL VIRTUAL EXPERIENCE

**GLENELG HIGH SCHOOL**

WE HEARD YOU!



# OBJECTIVES

**Parents will understand students daily schedule**

**Hear suggestions/tips to help students be successful**

**Receive Academic Support Information**

**Review Canvas features**

**Review additional resources which promote a sense of school connectedness and emotional well-being**

# CONNECTION BEFORE CONTENT

1. What is one word that describes virtual learning in your home?
2. What do you hope to gain from tonight's session?




# SCHEDULING HIGHLIGHTS

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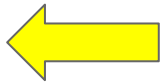
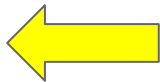
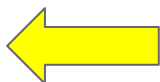
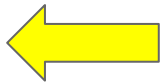
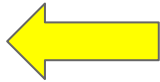
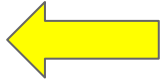
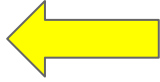
*\*Click slide title for additional information*



# SAMPLE DAILY SCHEDULE

Monday 

<b>7:45-8:30 AM</b> Independent work time
<b>8:30-8:50 AM</b> Period 1 Additional Support
<b>9:00-9:45 AM</b> Period 1 Class
<b>10:00-10:45 AM</b> Period 2 Class
<b>10:50-11:20 AM</b> Advisory
<b>11:20-1:10 PM</b> Independent work time and LUNCH BK
<b>1:10-1:55 PM</b> Period 3 Class
<b>2:10-2:55 PM</b> Period 4 Class
<b>2:55-3:15 PM</b> Period 3 Additional Support



7:45-8:30 Independent time for students to prepare for the day

8:30-8:50 Time for students to receive extra help from their 1st/2nd period teacher (Voluntary)

9:00-9:45 Students are receiving instruction for their 1st period (Mandatory Attendance)

10:00-10:45 Students are receiving instruction for their 2nd period class (Mandatory Attendance)

10:50-11:20 Students Advisory/Homeroom period (Mandatory Attendance)

11:20-1:10 Time for students to work on homework assignments, study, have lunch, time to email teachers

1:10-1:55 Students are receiving instruction for their 3rd period class (Mandatory Attendance)

2:10-2:55 Students are receiving instruction for their 4th period class (Mandatory Attendance)

2:55-3:15 Time for students to receive extra help from their 3rd/4th period teacher (Voluntary)

# WEEKLY VIRTUAL SCHEDULE



Monday	Tuesday	Wednesday	Thursday	Friday
<b>Period 1 Support</b> 8:30 - 8:50	<b>Period 2 Support</b> 8:30 - 8:50	<b>Independent Work</b>  8:30-3:15	<b>Period 1 Support</b> 8:30 - 8:50	<b>Period 2 Support</b> 8:30 - 8:50
<b>Period 1 Class</b> 9:00 - 9:45	<b>Period 1 Class</b> 9:00 - 9:45		<b>Period 1 Class</b> 9:00 - 9:45	<b>Period 1 Class</b> 9:00 - 9:45
<b>Period 2 Class</b> 10:00 - 10:45	<b>Period 2 Class</b> 10:00 - 10:45		<b>Period 2 Class</b> 10:00 - 10:45	<b>Period 2 Class</b> 10:00 - 10:45
<b>SEL Time</b> 10:50 - 11:20	<b>Lunch/ Independent Work</b> 10:45-1:10		<b>Lunch/ Independent Work</b> 10:45-1:10	<b>Lunch/ Independent Work</b> 10:45-1:10
<b>Lunch/ Independent Work</b> 11:20-1:10				
<b>Period 3 Class</b> 1:10 - 1:55	<b>Period 3 Class</b> 1:10 - 1:55		<b>Period 3 Class</b> 1:10 - 1:55	<b>Period 3 Class</b> 1:10 - 1:55
<b>Period 4 Class</b> 2:10 - 2:55	<b>Period 4 Class</b> 2:10 - 2:55		<b>Period 4 Class</b> 2:10 - 2:55	<b>Period 4 Class</b> 2:10 - 2:55
<b>Period 3 Support</b> 2:55 - 3:15	<b>Period 4 Support</b> 2:55 - 3:15		<b>Period 3 Support</b> 2:55 - 3:15	<b>Period 4 Support</b> 2:55 - 3:15

**Notice: Synchronous support sessions for each class period alternate throughout the week.**

**Support for Periods 1 & 3 is offered on Monday/Thursday. Support for Periods 2 & 4 is offered on Tuesday/Friday.**

# ADDITIONAL TIPS FOR HELPING YOUR STUDENT



Visit the HCPSS website [here](#)

A screenshot of the HCPSS website. The browser address bar shows "hcpss.org/2020-2021/supporting-instruction/". The page header includes "HCPSS" and navigation links for "LANGUAGES", "FOR YOU", "ABOUT", "SCHOOLS", and "ACADEMICS". Below the header, there are links for "2020-2021 School Year" and "Elementary Middle High Reopening Reports Small Groups Spring Planning". The main heading is "Supporting Instruction at Home". Below this, there is a "Jump to:" section with links for "Create a Schedule", "Healthy Learning Environment", "Transition to Virtual Instruction", and "Instruction". A paragraph of text follows, stating: "As we support learning through virtual instruction, the following tips and suggestions are offered to support families in transitioning to a home-based learning environment. Your child's teachers will be providing specific instruction, learning activities, and assignments that will take the place of classroom learning experiences." Below the text is a link for "Apoyando la Instrucción en la Casa". To the right of the text is a photograph of a family (a woman, a child, and a man) sitting at a table, working together on a laptop and papers.



# WHERE ARE STUDENTS DOING THEIR SCHOOLWORK?

- **Have a conversation with your student**
  - **Is the space you are using working for you?**
  - **Choose what works best for your family set up**
    - **Living Room**
    - **Kitchen/Dining Room**
    - **Family Room**

# REDUCE DISTRACTIONS

- **Turn TV off**
- **Put cell phone and other electronics away**
- **Focus on instruction/stay engaged - not doing other work while in class**

# CAMERA/VIDEO INFORMATION

- **If you're comfortable, turn the camera on**
  - When cameras are on, the class time feels more personable and allows for students to interact with one another and their teacher.
- **Google Meet Feature: Background Blur/Picture Backgrounds**
  - This allows for the person on camera to be the focal point, not the background.
- **Google Meet Feature: Noise cancellation**
  - Filters out noise that isn't speech, so background sounds of the household will not come through to the class Meet.

# MAKE A GAME PLAN

- Choose a time on Monday to review the week ahead
- Create a schedule for completing homework
  - Weekly Schedule
- Identify Work Times for Wednesdays
  - Students should use Wednesdays to their advantage- not a day off
  - Try breaking the day up into 30/60 minute work blocks
  - Make a visual chart

# SAMPLE WEDNESDAY SCHEDULE

<b>Wednesday Schedule Example</b>
<b>9:00-10:00 AM</b> Breakfast/Prepare for the day
<b>10:00-11:00 AM</b> Work on Period 1 Assignments
<b>11:00-11:15 PM</b> Brain break
<b>11:15-11:30 PM</b> Follow-up with teachers if you have questions or need help (email/Canvas message)
<b>11:30-12:30 PM</b> Work on Period 2 Assignments
<b>12:30-1:00 PM</b> Lunch/Brain break
<b>1:00-2:00 PM</b> Work on Period 3 Assignments
<b>2:00-3:00 PM</b> Work on Period 4 Assignments
<b>3:00-3:15 PM</b> Follow-up with teachers if needed/Finish up for the day

# TUTORING/ACADEMIC SUPPORTS

\*Click slide title for additional information



# WHAT SUPPORTS ARE AVAILABLE?

- **Attend Synchronous Learning Support Sessions with Teachers\***
  - Refer to slides 6 & 7 for daily schedule
- **GHS website under [Academics/Academic Supports](#)**
  - Glentutors (NHS student tutor sign up)
  - Glenwood Library Online Homework Assistance
- **Email, Call (google #), or Attend Drop in Office Hours with designated school counselor**
  - See slide 45 for contact info
- **County Approved List of Tutors - Request from your designated school counselor**
  - Comprehensive list of pay-for-tutors across core content areas
- **Mrs. Burkom, 9th Grade Instructional Team Leader (slide 45)**
- **Mrs. Maurislyn Green, BSAP Liaison (slide 45)**
- **Mrs. Iram Weaver, ESOL Teacher (slide 45)**

# HELPFUL CANVAS LINKS

[HCPSS CONNECT ORIENTATION \(VIDEO\)](#)

[CANVAS "OBSERVER"](#)

[NAVIGATING CANVAS](#)

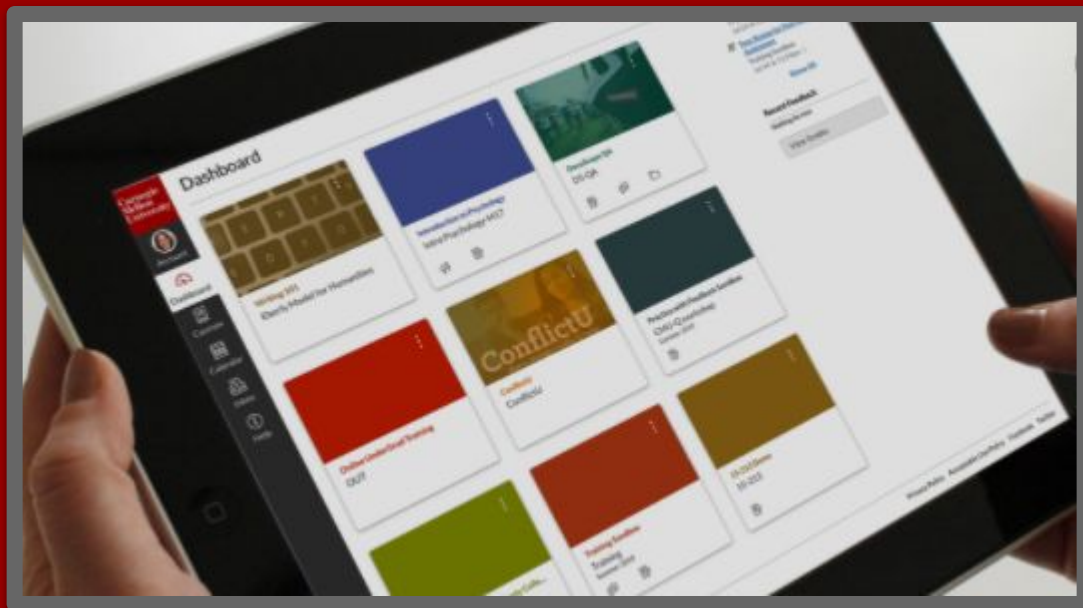
[NOTIFICATION SETTINGS](#)

[TYPES OF ASSIGNMENTS](#)

[CANVAS TIPS AND TRICKS](#)



# CANVAS CALENDAR



# CANVAS DASHBOARD → CALENDAR

Dashboard

Students Synergy Orientation

Search...



- Account
- Dashboard
- Courses
- Calendar**
- Inbox (78)
- History
- Search
- Help
- Grades

**GHS Student Community**

GHS Student Community  
NE  
Observing: Allison Mize

**Gleneig High School Student Reso...**

Gleneig High School Student ...  
NE  
Observing: Allison Mize

**Biology - GT-SC-515-1-Montminy...**

Biology - GT - Montminy  
2020-2021 S1  
Observing: Allison Mize

**Health - HE-900-8-Beil-Q2-GHS**

Health - Beil  
2020-2021 Q2  
Observing: Allison Mize

**US History-GT-SO-403-1-Castelli...**

US History-GT - Castelli  
2020-2021 S1  
Observing: Allison Mize

**Spanish III - Honors-WL-615-1-Ag...**

Spanish III - Honors - Aguilar...  
2020-2021 S1  
Observing: Allison Mize

## Coming Up View Calendar

- Gramática - Presente del Subjuntivo - Introducción**  
Spanish III - Honors - AguilarDeSande  
20 points • Dec 1 at 4pm
- Gramática - Presente del Subjuntivo: Verbos irregulares**  
Spanish III - Honors - AguilarDeSande  
20 points • Dec 1 at 4pm
- 12/1 Depression/New Deal Assessment**  
US History-GT - Castelli  
50 points • Dec 1 at 11:59pm
- 12/1 Pear Deck Questions**  
[Health - Beil](#)  
5 points • Dec 1 at 11:59pm
- Building DNA Gizmo Simulation Google Cloud Assignment**  
Biology - GT - Montminy  
5 points • Dec 3 at 9am
- Due 12/3 Strategic Air Campaign**  
US History-GT - Castelli  
15 points • Dec 3 at 9am
- PD2 JROTC**  
JROTC Army IV - Reinhart  
Dec 3 at 10am
- Period 2 Synchronous Class Google Meet**

# CALENDAR - MONTH VIEW

Click to go back, hold to see history

Today ← → December 2020

Week **Month** Agenda +

SUN MON TUE WED THU FRI SAT

SUN	MON	TUE	WED	THU	FRI	SAT
29	30	1	2	3	4	5
	<b>10a</b> Period 2 Synchronous Class Google Meet	<b>9a</b> Comparing Healthy vs. Non- Healthy Cells Google Cloud Assignment		<b>9a</b> Building DNA Gizmo Simulation Google Cloud Assignment	<b>10a</b> Period 2 Synchronous Class Google Meet	
	<b>1:10p</b> Period 3 Synchronous - Spanish III H	<b>10a</b> Period 2 Synchronous Class Google Meet		<b>9a</b> Due 12/3 Strategic Air Campaign (SO-403-1- 05)	<b>1:10p</b> Period 3 Synchronous - Spanish III H	
	<b>1:10p</b> Period 3 Synchronous Class Google Meet	<b>1:10p</b> Period 3 Synchronous - Spanish III H		<b>10a</b> Period 2 Synchronous Class Google Meet	<b>1:10p</b> Period 3 Synchronous Class Google Meet	
	<b>2:10p</b> Period 4 Synchronous - Spanish III H	<b>1:10p</b> Period 3 Synchronous Class Google Meet		<b>1:10p</b> Period 3 Synchronous - Spanish III H	<b>2:10p</b> Period 4 Synchronous - Spanish III H	
	<b>11/24</b> Asynchronous - STI Quiz	<b>2:10p</b> Period 4 Synchronous - Spanish III H		<b>1:10p</b> Period 3 Synchronous Class Google Meet	<b>Class of 2024 T- shirt Design Submissions (Class of 2024)</b>	
	Taking Control and Responsibility - Social and Emotional Health	<b>4p</b> Cap. 5 - Actividad preliminar		<b>2:10p</b> Period 4 Synchronous - Spanish III H		
	Teens & Chronic Disease	<b>4p</b> Gramática - Presente del Subjuntivo - Introducción				
		<b>4p</b> Gramática - Presente del Subjuntivo: Verbos irregulares				
		<b>12/1</b> Depression/New Deal Assessment				
		<b>12/1</b> Pear Deck				

## HCPSS System Calendar

< December 2020 >

29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

### ▼ CALENDARS

- Biology - GT-SC-515-1-Montminy-S1-GHS
- GHS Student Community
- Glenelg High School Student Resources
- Harper's Choice Middle School Student Resources
- Health-HE-900-8-Beil-Q2-GHS
- JROTC Army IV-CT-954-1-Reinhart-S1-AHS
- Spanish III - Honors-WL-615-1-AquilardoSandoz-S1-GHS

### ▶ UNDATED

[Calendar Feed](#)



Account



Dashboard



Courses



Calendar



Inbox



History



Search



Help



Grades



# CALENDAR - AGENDA VIEW

- 
- 
- Account
- 
- Dashboard
- 
- Courses
- 
- Calendar
- 
- Inbox
- 
- History
- 
- Search
- 
- Help
- 
- Grades
- 

Today Dec 1, 2020 - Jan 28, 2021

Week Month **Agenda** +

Tue, Dec 1

- Due 9:00am Comparing Healthy vs. Non-Healthy Cells Google Cloud...
- 10:00am Period 2 Synchronous Class Google Meet
- 1:10pm Period 3 Synchronous Class Google Meet
- 1:10pm Period 3 Synchronous - Spanish III H
- 2:10pm Period 4 Synchronous - Spanish III H
- Due 4:00pm Cap. 5 - Actividad preliminar
- Due 4:00pm Gramática - Presente del Subjuntivo - Introducción
- Due 4:00pm Gramática - Presente del Subjuntivo: Verbos irregulares
- Due 11:59pm 12/1 Pear Deck Questions
- Due 11:59pm 12/1 Depression/New Deal Assessment

Thu, Dec 3

- Due 9:00am Building DNA Gizmo Simulation Google Cloud Assignment
- Due 9:00am Due 12/3 Strategic Air Campaign (SO-403-1-05)
- 10:00am Period 2 Synchronous Class Google Meet

HCPSS System Calendar

< December 2020 >

29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

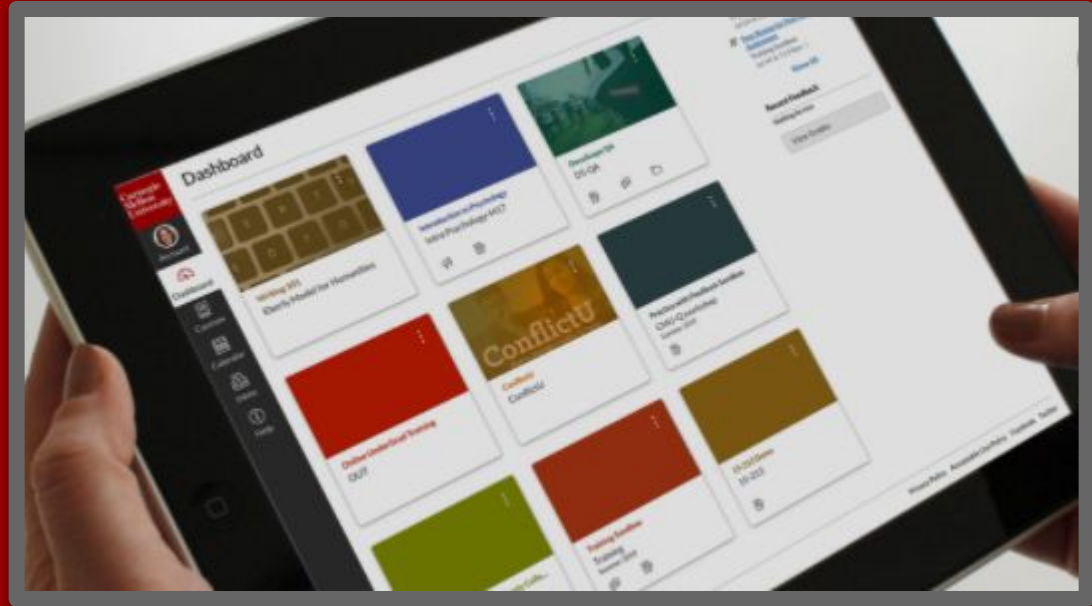
## CALENDARS

- Biology - GT-SC-515-1-Montminy-S1-GHS
- GHS Student Community
- Glenelg High School Student Resources
- Harper's Choice Middle School Student Resources
- Health-HE-900-8-Beil-Q2-GHS
- JROTC Army IV-CT-954-1-Reinhart-S1-AHS
- Spanish III - Honors-WL-615-1-AquiladaDeSando-S1-GHS

## UNDATED

[Calendar Feed](#)

# CANVAS MODULES



IN A COURSE, CLICK "MODULES"


English 9 Honors



2020-2021 51

**Home**

- Announcements
- Syllabus
- Modules**
- Assignments
- Discussions
- Quizzes
- Grades
- HCPSS.me
- Google Drive
- Files
- Pages
- Outcomes
- Rubrics
- Conferences
- People
- Collaborations


### Recent Announcements


 **Week of 11/30 Overview**  
Welcome back! This week, we will be continuing the saga of Mids... **Posted on:**  
Nov 29, 2020 at 6:36pm

 Edit 

MRS. BURKOM

## ENGLISH 9 HONORS








 **COURSE OVERVIEW**

# CANVAS MODULE - ASYNCHRONOUS ASSIGNMENTS, THEN SYNCHRONOUS CLASSES

The image shows the Canvas LMS interface. On the left is a dark sidebar with navigation icons and labels: Account, Admin, Dashboard, Courses (highlighted in blue), Groups, Calendar, Inbox (with a blue notification bubble containing the number 1), History, Search, Commons, and Studio. The main content area is white and displays a list of course items. At the top, a grey header bar shows 'Health - Beil - Week 3 - 11/23 - 11/24'. Below it, a blue-bordered box highlights 'Health - Beil - Week 4 - 11/30 - 12/4'. The list of items includes asynchronous assignments and synchronous classes, each with a document icon and a three-dot menu icon on the right.

Health - Beil - Week 3 - 11/23 - 11/24	
Health - Beil - Week 4 - 11/30 - 12/4	
11/30 - Asynchronous - Social and Emotional Health - Social Media and Body Image	
Social Media and Body Image - Discussion Dec 7   4 pts	
12/1 - Asynchronous - Social and Emotional Health	
Healthy Relationship -Interpersonal Communication Dec 7   4 pts	
12/3- Asynchronous - Stress Management	
12/4 - Asynchronous - Self Destructive Behaviors/Addiction	
Community Resource for Addiction Dec 7   4 pts	
11/30 - Synchronous - SEH - Social Media & Body Image	
12/1 - Synchronous - SEH - Healthy Relationships I Message/Body Language	
12/3 - Synchronous - Stress Management	
12/4 - Synchronous - Social and Emotional Health - Addiction and Self Destructive Behaviors	

# CANVAS MODULE - DAILY ASYNCHRONOUS ASSIGNMENTS

-  Home
-  Account
-  Admin
-  Dashboard
-  Courses
-  Groups
-  Calendar
-  Inbox
-  History
-  Search
-  Commons
-  Studio
-  Help

Assignments

Discussions

Quizzes

Grades

HCPSS.me

Google Drive

Files 

Pages 

Outcomes 

Conferences 

People 

Collaborations 


MackinVIA

Actively Learn


Settings

▼ Week 11 (11/16-11/23): Exponential functions

Monday 5.3: Representing exponential growth

 5.3 Practice problems  
Nov 23 | 20 pts

Tuesday 5.4: Understanding exponential decay

 5.4 practice problems  
Nov 23 | 20 pts


Wednesday: Unit 4 assessment

 ALG1.4 Mid-Unit Assessment  
Nov 23 | 46 pts

Thursday 5.5: Representing Exponential Decay

 5.5 practice problems  
Nov 23 | 20 pts

Friday 5.6: Analyzing Graphs

 5.6 practice problems  
Nov 23 | 20 pts

► Week 10: Graphs and Rate of Change.



# CANVAS MODULE WITH OVERVIEW PAGE

The image shows the Canvas LMS interface. On the left is a dark sidebar with navigation icons and labels: Account, Admin, Dashboard, Courses (highlighted in blue), Groups, Calendar, Inbox (with a '1' notification badge), History, Search, Commons, Studio, and a help icon. The main content area displays a course module structure with several date ranges: 10/26-10/30, 11/2-11/6, 11/9-11/13, 11/16-11/20, 11/23-11/27 (selected), and 11/30-12/4. Each range has a dropdown arrow on the left and a three-dot menu on the right. Under the selected 11/23-11/27 range, there are two items: 'Overview for November 23 to November 27' (circled in red) and 'Why did Japan Attack Pearl Harbor' (with a green document icon, 'Dec 1 | 10 pts', and a three-dot menu). A red arrow points from the top right towards the circled overview item.



Google Drive



Files



Pages



Account

Outcomes



Admin

Conferences



Dashboard

People



Collaborations



Courses

MackinVIA

Actively Learn



Groups

Settings



Calendar



Inbox



History



Search



Commons



Studio



Help

## ASSIGNMENTS FOR THE WEEK

- [Why did Japan Attack Pearl Harbor Write-up](#)
  - Students will submit this assignment into Canvas by the start of class (9:00) on Tuesday, December 1st.

## MONDAY 11/23 LESSON: WHY DID JAPAN ATTACK PEARL HARBOR

Monday November 23rd

### Why did Japan attack Pearl Harbor?

Students will identify and describe the increasing tensions between the Empire of Japan and the United States. Students will determine the events that led the United States from isolation to declaring war and entering WWII.

#### Synchronous Activities

- [Why did Japan Attack Pearl Harbor Reading](#) ↗
- [Pearl Harbor Questions](#) ↗

#### Asynchronous Activities

## TUESDAY 11/24 LESSON: WHY DID JAPAN ATTACK PEARL HARBOR?

Tuesday November 24th

### Why did Japan attack Pearl Harbor?

Students will identify and describe the increasing tensions between the Empire of Japan and the United States. Students will determine the events that led the United States from isolation to declaring war and entering WWII.

#### Synchronous Activities

- [Why did Japan Attack Pearl Harbor Reading](#) ↗

# OVERVIEW PAGE - WEEKLY WORK



Actively Learn



Settings



Account



Admin



Dashboard



Courses



Groups



Calendar



Inbox



History



Search



Commons



Studio



## WEEKLY AGENDA

Date:	Class Activities:	Assignments:
Monday, 11/30	<a href="#">Agenda Sheet</a> ↗ / time to complete <a href="#">Review Act II analysis</a> Begin Reading Act II	<a href="#">AMND Act II Analysis</a> - due 12/7
Tuesday, 12/1	Continue Act II	
Wednesday, 12/2	<b>Asynchronous Day:</b> Work on your Act II analysis!	
Thursday, 12/3	Complete Act II <a href="#">Fairies and Puck - artistic interpretations</a> ↗	
Friday, 12/4	<a href="#">Social Commentary &amp; Oberon</a> ↗	<a href="#">Gender Roles, Act II</a> - due 12/8

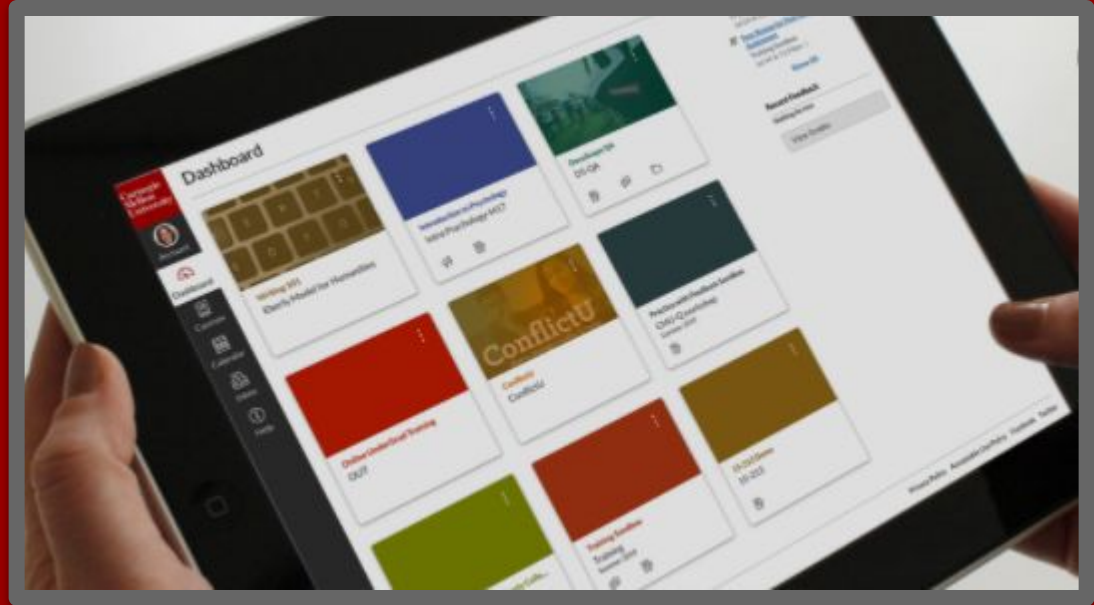
### Additional Resources - Act II Video Clips

[Studio 58](#) ↗



Theater (Puck and Oberon)

# CANVAS ASSIGNMENTS



# QUIZ LISTED IN MODULE

## Health - Beil - Week 3 - 11/23 - 11/24

 11/23 - Asynchronous - Social and Emotional Health - Taking Control and Responsibility

 Taking Control and Responsibility - Social and Emotional Health  
Nov 30 | 15 pts

 11/24 Asynchronous - STI Quiz  
Nov 30 | 10 pts

 11/23 - Synchronous - Teen and Chronic Disease

 Teens & Chronic Disease  
Nov 30 | 8 pts

 11/24 - Synchronous - SEH -Intro - Emotional Health and Well being -



2020-2021 Q2

## 11/24 Asynchronous - STI Quiz

[Home](#)

[Announcements](#)

[Modules](#)

[Grades](#)

[Assignments](#)

**Quizzes**

[Syllabus](#)

[HCPSS.me](#)

[Google Drive](#)

[HCPSS.me](#)

[Actively Learn](#)

Due Nov 30 at 11:59pm    Points 10    Questions 10    Time Limit None

### Instructions

**Directions:** Pick the best answer for the question given. All questions come from our class on STI's.

[◀ Previous](#)

[Next ▶](#)

CLICK ON "GRADES"



2020-2021 Q2

[Home](#)

[Announcements](#)

[Modules](#)

**Grades**

[Assignments](#)

[Quizzes](#)

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## Grades for

Print Grades

Grading Period

Quarter 2

Course

Health-HE-900-8-Beil-

Arrange By

Due Date

Apply

Name	Due	Status	Score	Out of	
11/10 - Pear Deck Responses	Nov 10 by 11:59pm		5	5	
Pear Deck - 11/12 Question	Nov 12 by 11:59pm		4	4	
Accessing Information -	Nov 14 by 11:59pm		4	4	
Analyzing Influence - Discussion Question	Nov 16 by 11:59pm	✓		1	
Behavioral Change Strategies	Nov 16 by 11:59pm		10	10	
Intro - Getting to Know You	Nov 16 by 11:59pm	✓		1	
Self Management Plan: - Analyzing Influences - complete page 3 Formative	Nov 16 by 11:59pm		10	10	
Self Management Plan: - Core Concept - complete page 2	Nov 16 by 11:59pm		10	10	

Total: 100%

Show All Details

Assignments are weighted by group:

Group	Weight
Summative	30%
Formative	70%
<b>Total</b>	<b>100%</b>

Calculate based only on graded assignments

# CLICK ON THE QUIZ



Account

Dashboard

Courses

Calendar

Inbox

History

Search

Help

Self Management Plan: - Core Concept - complete page 2

Nov 16 by 11:59pm

10

10



Communication Practice - class work

Nov 23 by 11:59pm

✓

4



Interpersonal Communication - How to Talk to Anyone Student Response Questions

Nov 23 by 11:59pm

6

6



Smart Goal -

Nov 23 by 11:59pm

✓

1



Technology Advocacy

Nov 23 by 11:59pm

4

4



11/24 Asynchronous - STI Quiz

Nov 30 by 11:59pm

10

10

Taking Control and Responsibility - Social and Emotional Health Formative

Nov 30 by 11:59pm



15

Teens & Chronic Disease

Nov 30 by 11:59pm



8



2020-2021 Q2

## Submission Details

Grade: 10 / 10

[Home](#)

[Announcements](#)

[Modules](#)

[Grades](#)

**Assignments**

[Quizzes](#)

[Syllabus](#)

[HCPSS.me](#)

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[HCPSS.me](#)

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### 11/24 Asynchronous - STI Quiz

submitted Nov 25 at 12:06am

### 11/24 Asynchronous - STI Quiz Results for

Score for this quiz: **10** out of 10

Submitted Nov 25 at 12:06am

This attempt took 3 minutes.

#### Question 1

1 / 1 pts

Which method of protections protects you the best against STI's.



Abstinence

Birth Control Pills

Condoms

Correct!



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Courses



Calendar



Inbox



History



Search



Help



Grades



# GRADED DISCUSSION POST IN MODULE - CLICK

## ▼ HS GT Biology 20-21 S1: Watershed Impacts to the Chesapeake Bay (Week 1)

 Watershed Impacts to the Chesapeake Bay Homepage-2

 Neighborhood Watershed Assessment - Scavenger Hunt  
Sep 17 | 5 pts

 Model My Watershed  
Sep 18 | 5 pts

 Unit 1 Checkpoint 1 Quiz  
Sep 18 | 13 pts

 **GT Biology - Watershed Stream Follow-up Discussion**  
Sep 21 | 0 pts

 Checkpoint 1 CER (Practice, Peer-Edited)  
Sep 28 | 0 pts

# A DISCUSSION POST



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Courses



Calendar



Inbox



History



Search



Help



Grades

Biology - GT - Montminy > Assignments > GT Biology - Watershed Stream Follow-up Discussion

Search...



2020-2021 S1

Home

Announcements

Syllabus

Modules

Assignments

Quizzes

Grades

Google Drive

HCPSS.me

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FlipGrid

Actively Learn

Due Sep 21 by 9am Points 0 **Submitting** a discussion post



GT Biology

UNIT 1 Ecology and Earth's Systems

Week of: 9/14/2020 - 9/18/2020

Learning Set/Topic: HS Biology 20-21 S1: Watershed Impacts to the Chesapeake Bay (Week 1)

## DISCUSSION PROMPT

- After reviewing the stream assessment and analyzing data, respond to these questions in the discussion.
- You will be able to see and respond to classmates' responses once you post.
- This assignment will be graded using the Science Completion Distance Learning Rubric.
  1. List **three** findings that have negative impacts on the overall stream.
  2. List **three** ways that we could help to slow the flow of water on our schoolyard and explain how it would help our local stream OR list at least **three** ideas of how to improve the health of the stream directly at the stream.

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# IN "GRADES" - MISSING STATUS

Show All Details

Assignments are weighted by group:

Group	Weight
Formative Assessment	60%
Summative Assessment	40%
<b>Total</b>	<b>100%</b>

Calculate based only on graded assignments

Home

Announcements

Syllabus

Modules

Assignments

Quizzes

**Grades**

Google Drive

HCPSS.me

HCPSS.me

FlipGrid

Actively Learn

Grading Period

Quarter 1

Course

Biology - GT-SC-515-1-

Arrange By

Due Date

Apply

Name	Due	Status	Score	Out of
------	-----	--------	-------	--------

All About You and Syllabus Signing Google Form 2020-2021 Assignment	Sep 10 by 9am		5	5
---	---------------	--	---	---

Period 2 One Word Flipgrid Assignment	Sep 11 by 9am		5	5	
---------------------------------------	---------------	--	---	---	--

Characteristics of Life Google Cloud Assignment	Sep 14 by 9am		5	5
---	---------------	--	---	---

Ecology Problem Set Assignment	Sep 14 by 9am		10	10
--------------------------------	---------------	--	----	----

Neighborhood Watershed Assessment - Scavenger Hunt	Sep 17 by 9am		5	5
--	---------------	--	---	---

Model My Watershed	Sep 18 by 9am		5	5	
--------------------	---------------	--	---	---	--

Unit 1 Checkpoint 1 Quiz	Sep 18 by 2:40pm		13	13
--------------------------	------------------	--	----	----

GT Biology - Watershed Stream Follow-up Discussion	Sep 21 by 9am	MISSING	-	0
--	---------------	---------	---	---

Water in the Hydrosphere: Properties of Water



Account



Dashboard



Courses



Calendar



Inbox



History



Search



Help



Grades



# ASSIGNMENT TO UPLOAD A FILE IN MODULE

▼ November 9-13: The 1920s

 November 9-13 Weekly Lessons

 11/10 Harlem Renaissance Pear Deck (synchronous)

Nov 10 | 5 pts

 11/13 1920s Quiz

Nov 13 | 25 pts

 **Due 11/16 Boom to Crash**

Nov 16 | 10 pts

 Due 11/16 OPTIONAL Harlem Renaissance

Nov 16 | 10 pts



Account



Dashboard



Courses



Calendar



Inbox



History



Search



Help



Grades



☰ US History-GT - Castelli > Assignments > Due 11/16 Boom to Crash

Search...



2020-2021 S1

## Due 11/16 Boom to Crash

[Home](#)

[Announcements](#)

[Syllabus](#)

[Modules](#)

**Assignments**

[Quizzes](#)

[Grades](#)

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**Due** Nov 16 by 9am    **Points** 10    **Submitting** a file upload

Create a copy of this Google Doc: [Boom to Crash](#)

Part 1. Categorize the factors that led to the Great Depression

Part 2. Read historians' perspectives and summarize in your own words their claims.

This assignment is due before class on Monday, November 16.

◀ Previous

Next ▶

# IN "GRADES," CLICK ON ASSIGNMENT



Account



Dashboard



Courses



Calendar



Inbox



History



Search



Help



Grades



Announcements

Syllabus

Modules

Assignments

Quizzes

Grades

HCPSS.me

Google Drive

Actively Learn

Grading Period

Quarter 2

Course

US History-GT-SO-403-1-

Arrange By

Due Date

Apply

Name	Due	Status	Score	Out of
<a href="#">Due 11/6 When White Hoods Were in Flower</a>	Nov 9 by 9am		5	5
<a href="#">11/10 Harlem Renaissance Pear Deck (synchronous)</a>	Nov 10 by 11:59pm		5	5
<a href="#">11/13 1920s Quiz</a>	Nov 13 by 11:59pm		23	25
<a href="#">Due 11/16 Boom to Crash</a>	Nov 16 by 9am		10	10
<a href="#">11/16 A Wise Economist Exit Ticket (Synchronous)</a>	Nov 16 by 11:59pm		3	3
<a href="#">Due 11/16 OPTIONAL Harlem Renaissance</a>	Nov 16 by 11:59pm		EX	10 ×
<a href="#">Due 11/19 1932 Election Letter</a>	Nov 19 by 9am		∅	10
<a href="#">11/20 The New Deal Cartoons Pear Deck (synchronous)</a>	Nov 20 by 11:59pm		5	5
<a href="#">Due 11/23 New Deal Webquest</a>	Nov 23 by 9am		∅	15

Assignments are weighted by group:

Group	Weight
Short Term Assignments	50%
Assessments (Summative Assessments)	50%
Imported Assignments	0%
<b>Total</b>	<b>100%</b>

Calculate based only on graded assignments

CLICK TO VIEW ASSIGNMENT OR FEEDBACK



Account



Dashboard



Courses



Calendar



Inbox



History



Search



Help



Grades



US History-CT - Castelli > Assignments > Due 11/16 Boom to Crash >

Search...



Grade: 10 / 10

## Submission Details

2020-2021 S1

Home

Announcements

Syllabus

Modules

Assignments

Quizzes

Grades

HCPSS.me

Google Drive

Actively Learn

### Due 11/16 Boom to Crash






submitted Nov 14 at 2:22pm

  - Due 11/16 Boom to Crash.docx 261 KB

[View Feedback](#)



# PROBLEMS WITH UPLOADING?

Webquest Day 4 Reflection: Shakespeare's Language	Nov 12 by 11:59pm	5	5		
Webquest Day 5 Reflection: Culture and Magic	Nov 13 by 11:59pm	<span>LATE</span>	5	5	
Intro to Shakespeare Quiz	Nov 17 by 8am	12	17		
Act I Analysis	Nov 23 by 8am		15		
AMND: Act II Analysis	Dec 7 by 3pm	-	15		
Formative		100%	25.00 / 25.00		

When students upload a file into Canvas, a box will appear that says, “Submitted!”

In “Grades,” students will see an icon appear.

If an icon doesn’t appear, or if the submission does not load, a student should email the teacher with an attachment of the assignment and schedule a time to troubleshoot submission problems with the teacher or with one of our media specialists ([dawn\\_currie-scott@hcpss.org](mailto:dawn_currie-scott@hcpss.org); [aimee\\_hocker@hcpss.org](mailto:aimee_hocker@hcpss.org)).

Status Score Out of

## ASSIGNMENT ICONS

Status	Score	Out of
1	20	
2	10	
LATE 3	10	
4	25	
5	20	
6	50	!
7	20	

1. Assignment Submitted; Not Yet Graded.

2. Graded Discussion Submitted; Not Yet Graded

3. Quiz Submitted; Not Yet Graded

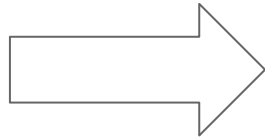
4. Text Entry Submitted; Not Yet Graded

5. URL Submitted; Not Yet Graded

6. Media Recording Submitted; Not Yet Graded

7. Score Is Hidden While Instructor is Grading

# Calculating Final Semester Grades



**Use this chart to calculate what you need quarter 2 to reach your academic goal**

	1st Quarter	2nd Quarter	Final Grade
1st Period	B		A
2nd Period	C		B
3rd Period	E		C
4th Period	C		C

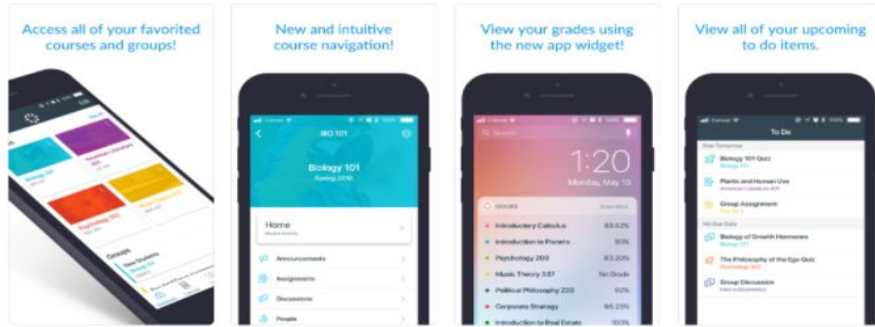
## Grade calculator for first semester 2020-2021

First Quarter Grade	Second Quarter Grade	Final Grade
A	A	A
	B	A
	C	B
	D	B
	E	C
B	A	A
	B	B
	C	B
	D	C
	E	C
C	A	B
	B	B
	C	C
	D	C
	E	D
D	A	B
	B	C
	C	C
	D	D
	E	E
E	A	C
	B	C
	C	D
	D	E
	E	E

# CANVAS APP FOR STUDENTS & PARENTS

## Canvas Cell Phone App Information

### Download the Canvas Student App



courses on the go and in the classroom with the Canvas Student mobile app! From any device, students can now:

- View grades and course content
- Submit assignments
- Keep track of course work with to do list and calendar
- Send and receive messages
- Post to discussions
- Watch videos
- Take quizzes
- Receive push notifications for new grades and course updates, and much more!



[Android/Google Play](#)



[Apple/iTunes](#)

Please also download the Parent Canvas App as another method to monitor your student's progress. It is available for both Android and iOS devices.

# STUDENT WELL-BEING



# OPPORTUNITIES FOR CONNECTIONS

GHS has an extensive list of clubs and programs focused on bringing students together to build connections through common interests. For a complete list to discuss with your student, visit the Glenelg High School website, under Student Life, and click [Activities and Clubs](#)



## ACTIVE MINDS

Active Minds is dedicated to saving lives and to building stronger families and communities. Through education, research, advocacy, and a focus on students and young adults ages 14-25, Active Minds is opening up the conversation about mental health and creating lasting change in the way mental health is talked about, cared for, and valued in the United States.

Meeting Date and Time: First and Third Wednesday of each month, 1:30pm

Meeting Place: GHS-ActiveMinds

Student Contact: Mariam Shah, Grace Whitken, Natalie Heinrichs

Faculty advisor: Steven Burnett (steven\_burnett@hcps.org)

## AFTER-SCHOOL CHOIR

Come sing with the GHS Choir Program! Students are expected to attend all rehearsals and concerts.

Meeting Date and Time: every Thursday, 3:30-4:30

Meeting Place: GHS-ASC

Student Contact:

Faculty Advisor: Natalie Cardillo (natalie\_cardillo@hcps.org)

## ANTIRACISM AWARENESS GROUP

"It's hard to understand antiracism without understanding what it means to be racist" (Tara Kendi). This group strives to be a brave space where we can explore and process events of the past and the present with a lens of racial equity.

Meeting Time and Date: Every Thursday, 4-5

Meeting Place: GHS-AAG

Student Contact: Kara Kimos, Baz Vallone, Jocelyn Cather

Faculty advisors: Jenn Shepard (jennifer\_shepard@hcps.org), Dawn Currie-Scott (dawn\_currie-scott@hcps.org), Marcy Burkom (marcy\_burkom@hcps.org)

## BIOLOGY OLYMPIAD

[Slide from Club Fair](#)

The USA Biology Olympiad (USABO) is a national competition sponsored by the Center for Excellence in Education to select the competitors for the International Biology Olympiad. The open exam is a short multiple choice exam open to all high school students administered later in the year.

Meeting Time and Date: First Friday of every month at 3:30 pm

Meeting Place: GHS-BioOlympiad

Student Contact: Ocarina Lin

Faculty advisor: Jessica Mountminy (jessica\_mountminy@hcps.org)

## BIOMEDICAL CLUB

[Slide from Club Fair](#)

This club welcomes those who are interested in working in the health field such as in medicine, nursing, physical therapy, psychology, paramedics, and many more!

Meeting Time and Date: TBD

Meeting Place: TBD

Student Contact: Emmanuel Mekasha, Ethan Denny, Mariam Shah

Faculty advisor: Patricia Feinstein (patricia\_feinstein@hcps.org)

## BLACK STUDENT UNION

The Black Student Union (BSU) follows the 6P's of Excellence from the Black Student Achievement Program: Proud, Prompt, Persistent, Productive, Polite, and Prepared. The Black Student Union is a group of multicultural students who learn about their history, culture, and heritage, while promoting diversity.

# SOCIAL/EMOTIONAL SUPPORTS & RESOURCES

## Study Tactics to Decrease Stress:

- Use a calendar and set deadlines by breaking tasks into smaller parts
- Do first, whatever portion of the work you are reluctant to do
- Budget your time
- Know and work when you are most alert
- Prioritize
- Do the reading
- Skim your notes daily and don't wait to cram for a test/Quiz

# SOCIAL/EMOTIONAL SUPPORTS: 50 WAYS TO REDUCE STRESS

- Take a slow breath. Continue slow breathing for 3 minutes.
- Drop your shoulders and do a gentle neck roll.
- State the emotions you're feeling as words, e.g., "I feel angry and worried right now." (Aloud, but to yourself.)
- Massage your hand, which will activate oxytocin.
- Put something that's out of place in its place. (Physical order often helps us feel a sense of mental order.)
- Take a day trip somewhere with natural beauty.
- Ask yourself, "What's the worst that could happen?" Then, ask yourself, "How would I cope if that happened?" Now, answer those questions.
- Take a break from actively working on solving a problem and allow your mind to keep processing the problem in the background.
- Take a bath.
- Forgive yourself for not foreseeing a problem that occurred.



# SOCIAL/EMOTIONAL SUPPORTS: 50 WAYS TO REDUCE STRESS

- Throw out something from your bathroom. (The order principle again.)
- Take a break from watching the news or reading newspapers.
- Make a phone call you've been putting off.
- Write an email you've been putting off.
- Take another type of action on something you've been putting off.
- Throw something out of your fridge.
- Try a guided mindfulness meditation. (Use Google to identify free resources; there are some good ones out there.)
- Take a break from researching a topic you've been over-researching.
- Cuddle a baby or a pet.
- If a mistake you've made is bothering you, make an action plan for how you won't repeat it in the future. Write three brief bullet points.

# SOCIAL/EMOTIONAL SUPPORTS: 50 WAYS TO REDUCE STRESS

- if you tend to react to changes or unexpected events as if they are threats.
- Ask yourself if you're jumping to conclusions. For example, if you're worried someone is very annoyed with you, do you know for sure this is the case—or are you jumping to conclusions?
- Ask yourself if you're catastrophizing, i.e., thinking that something would be a disaster, when it might be unpleasant but not necessarily catastrophic.
- Forgive yourself for not handling a situation in an ideal way, including interpersonal situations. What's the best thing you can do to move forward in a positive way now?
- Recognize if your anxiety is being caused by someone suggesting a change or change of plans. Understand
- If someone else's behavior has triggered anxiety for you, try accepting that you may never know the complete reason and background behind the person's behavior.
- Accept that there is a gap between your real self and your ideal self. (This is the case for pretty much everybody.)
- Question your social comparisons. For example, is comparing yourself only to the most successful person you know very fair or representative?
- Think about what's going *right* in your life. Thinking about the positive doesn't always work when you're anxious, but it can help if anxiety has caused your thinking to become lopsided or is obscuring the big picture.
- Scratch something off your to-do list for the day, either by getting it done or just deciding not to do that task today.

# SOCIAL/EMOTIONAL SUPPORTS: 50 WAYS TO REDUCE STRESS

- Ask a friend or colleague to tell you about something they've felt nervous about in the past, and to tell you what happened.
- If you're nervous about an upcoming test, try these quick tips for dealing with test anxiety. [check your answers, make sure you are interpreting the question correctly, use previous tests to study from, and take practice tests]
- Do a task 25 percent more slowly than usual. Allow yourself to savor not rushing.
- Check if you're falling into any of these thinking traps such as catastrophizing, perfectionism, or feeling entitled.
- Allow yourself to do things you enjoy or that don't stress you out, while you're waiting for your anxious feelings to naturally calm down.
- Imagine how you'd cope if your "worst nightmare" happened, e.g., your partner left you, you got fired, or you developed a health problem. What practical steps would you take? What social support would you use? Mentally confronting your worst fear can be very useful for reducing anxiety.
- Go to a yoga class or do a couple of yoga poses in the comfort of your home or office.
- Get a second opinion from someone you trust. Aim to get their real opinion rather than just reassurance seeking.
- Try gentle distraction; find something you want to pay attention to. The key to successful use of distraction when you're anxious is to be patient with yourself if you find you're still experiencing intrusive thoughts.
- Go for a run.

# SOCIAL/EMOTIONAL SUPPORTS: 50 WAYS TO REDUCE STRESS

- Find something on YouTube that makes you laugh out loud.
- Lightly run one or two fingers over your lips. This will stimulate the parasympathetic fibers in your lips, which will help you feel calmer.
- Look back on the anxiety-provoking situation you're in from a time point in the future, e.g., six months from now. Does the problem seem smaller when you view it from further away?
- Call or email a friend you haven't talked to in a while.
- If you're imagining a negative outcome to something you're considering doing, also try imaging a positive outcome.
- If you rarely back out of commitments and feel overwhelmed by your to-do list, try giving yourself permission to say you can no longer do something you've previously agreed to do.
- Do any two-minute jobs that have been hanging around on your to-do list. It'll help clear your mental space.
- Jot down three things you worried about in the past that didn't come to pass.
- Jot down three things you worried about in the past that did occur but weren't nearly as bad as you imagined.
- Do a form of exercise you haven't done in the last six months.

## Mental Health Resource List

Youth Emergency Services	Address	Contact Info
<a href="#">Grassroots Crisis Intervention Center Maryland Youth Crisis Team</a>	6700 Freetown Road, Columbia, MD 21044	410-531-6006
Howard County Mobile Crisis Team		410-531-6677 or 911
<a href="#">Sheppard Pratt at Ellicott City - Adolescent Unit</a>	4100 College Ave, Ellicott City, MD 21043	410-938-3800
<a href="#">Sheppard Pratt - Way Station, Inc.</a>	9030 Route 108, Suite A Columbia, MD 21044	410-740-1901
<a href="#">Sheppard Pratt Urgent Assessment Clinic</a>	6501 N Charles St, Towson, MD 21204	410-983-HELP (4357)
<a href="#">Carroll Hospital Center - Behavioral Health Services</a>	200 Memorial Ave, Westminster, MD 21157	410-871-6971 410-871-7110
Hotlines	Website	Phone Number
<a href="#">Maryland Crisis Hotline Network</a>	<a href="http://suicidehotlines.com/maryland.html">http://suicidehotlines.com/maryland.html</a>	1-800-422-0009
<a href="#">Maryland Department of Health - Maryland Crisis Connect</a>	<a href="https://www.mdcrisisconnect.org">https://www.mdcrisisconnect.org</a>	211 or Text Your Zip Code to 898-211
<a href="#">Grassroots Youth Suicide Hotline</a>	<a href="http://grassroots.hocomojo.org/services/crisis-intervention/">http://grassroots.hocomojo.org/services/crisis-intervention/</a>	410-531-5086
Mental Health Support	Address	Contact Info
<a href="#">Child and Adolescent Resources and Education C.A.R.E.</a>	3430 Court House Drive Ellicott City, <a href="#">Maryland 21043</a>	410-313-2273 askathowardcountymd.gov
<a href="#">Howard County Mental Health Authority</a>	8930 Stanford Blvd. Columbia, MD 21045	410-313-7350
<a href="#">MSA - The Child and Adolescent Center</a>	10005 Old Columbia Road, Suite L-260 Columbia, MD 21046	443-740-0400
<a href="#">The Family Center</a>	4785 Dorsey Hall Drive, Suite 109 Ellicott City, MD 21042	410-531-5087
Family Support	Address	Contact Info
<a href="#">Maryland Coalition of Families for Children's Mental Health</a>	10632 Little Patuxent Parkway, Suite 234 Columbia, MD 21044	410-730-8267

## To access this document w/hyperlinks [here](#)

<a href="#">Parents Place of Maryland</a>	801 Cromwell Park Drive Suite 103 Glen Burnie, MD 21061	410-768-9100
Grief Counselors	Address	Contact Info
<a href="#">Shen Jeffreys, Ed.D., F.T.</a>	4785 Dorsey Hall Drive, Suite 109 Ellicott City, MD 21042	410-531-5087
<a href="#">Celeste Renninger, LCSW-C, ACSW</a>	9051 Baltimore National Pike Suite 2B Ellicott City, MD 21042	410-599-2523
Substance Abuse Services	Address	Contact Info
<a href="#">Columbia Addictions Center</a>	5570 <del>Sterrett</del> Place, Suite 205 Columbia, MD 21044	410-730-1333
<a href="#">Congruent Counseling Services</a>	10630 Little Patuxent Pkwy #209, Columbia, MD 21044	410-740-8066
Transgender Counselors	Address	Contact Info
<a href="#">Sean Lane, LCSW</a>	6851 Oak Hall Lane, Columbia, MD, 21045	410-689-9074
<a href="#">PFLAG Columbia</a>	7246 <del>Cradlerock</del> Way, Columbia, MD 21045	443-518-6998
Adolescent Girls Counselors	Address	Contact Info
<a href="#">Gail Walter, Ph.D.</a> <a href="#">Anne Arena, M.A., CAS</a>	4785 Dorsey Hall Drive, Suite 109 Ellicott City, MD 21042	410-531-5087
<a href="#">Alison Bomba, Psy.D.</a>	5301 Buckeystown Pike, Suite 308 Frederick, MD 21704	240-405-9661
Teen Males Counselors	Address	Contact Info
<a href="#">Thomas Stacey, Ph.D.</a>	10784 Hickory Ridge Rd. Columbia, MD 21044	410-964-0425 ext. 15
<a href="#">Mark Donovan, LCPC, LCADC</a>	10630 Little Patuxent Pkwy #209, Columbia, MD 21044	410-740-8066

# BLACK STUDENT ACHIEVEMENT PROGRAM LIAISON (BSAP)

Maurislyn Green [Maurislyn\\_green@hcpss.org](mailto:Maurislyn_green@hcpss.org)

GHS- Mondays, Tuesdays and every other Wednesday

Wednesday Office Hours: 8:00-10:00 am and 1:00-3:00 pm

## Helping you achieve the four As:

1. **Attendance** - Critical for academic success. Students must attend every class.
2. **Access** - Opening opportunities to every child and family, especially doors that may at first appear closed. (eg: GT, AP Classes)
3. **Achievement** - Success in classes. Graduation is the End Game. Put in the work now so you will be college and career ready. (Organization, Time Management, Study Skills)
4. **Acceptance** - Making sure every student has a sense of belonging and feels they are treated with dignity and respect.

# GLENELG STUDENT SERVICES



## Counselors:

Kelli Brandt A-Ej [kelli\\_brandt@hcpss.org](mailto:kelli_brandt@hcpss.org) or google phone 443-961-5553  
Mindy Hirsch Ek-Lar [mindy\\_hirsch@hcpss.org](mailto:mindy_hirsch@hcpss.org) or google phone 410-705-4305  
Carolyn Devlin Las-Ri [carolyn\\_devlin@hcpss.org](mailto:carolyn_devlin@hcpss.org) or google phone 410-995-8311  
Dr. Steven Burnett Rj-Z [steven\\_burnett@hcpss.org](mailto:steven_burnett@hcpss.org) or google phone 443-821-7587

## Additional Support Personnel:

Dr. Mark Cooper - School Psychologist [mark\\_cooper@hcpss.org](mailto:mark_cooper@hcpss.org)  
Maurislyn Green - BSAP Liaison [maurislyn\\_green@hcpss.org](mailto:maurislyn_green@hcpss.org)  
Iram Weaver - BSAP Liaison [iram\\_weaver@hcpss.org](mailto:iram_weaver@hcpss.org)  
Rhoda MacCormick - PPW [rhoda\\_maccormick@hcpss.org](mailto:rhoda_maccormick@hcpss.org)  
Sandra Miles - Secretary [sandra\\_miles@hcpss.org](mailto:sandra_miles@hcpss.org)  
Vanessa Hooks - Registrar [vanessa\\_hooks@hcpss.org](mailto:vanessa_hooks@hcpss.org)  
Marcy Burkom - 9th Grade Team Leader [marcy\\_burkom@hcpss.org](mailto:marcy_burkom@hcpss.org)

# UPCOMING EVENTS:

Thursday, 12/3 - Chat & Chew w/Administration  
6:00pm

Tuesday, 12/8 Virtual Career Academy Information Session  
7:00pm

Monday, 12/21 Course Recommendations for 2021-2022  
available to families in Synergy





**QUESTIONS**

**ANSWERS**