ATTACHMENT A:
LINCOLN-SUDBURY REGIONAL HIGH SCHOOL
CONTINUITY OF LEARNING PLAN PHASE III
May 2020

Guidance for Educators during an extended school closure
May 4, 2020 - June 18, 2020

Phase I: March 23- April 5 Phase I plan at this link
Phase II: April 6 - May 3 Phase II plan at this link
Phase III: May 4 - June 18

DOCUMENT SECTIONS:

Goals of Conducting Remote Teaching & Learning

The goals of conducting remote teaching and learning during this phase of extended school closure are:

● To provide connection, structure, continuity of curriculum to ease return to school.
● To teach new content, albeit reduced from the curriculum as originally designed, and to prevent regression in skills.
● To have all students starting at a similar place upon their return, whenever that is.
● To give students the opportunity to earn full credit in the courses in which they are enrolled this semester.
● To keep students engaged in school-related activities for 14-15 hours per week total, for all classes.

This plan is designed with [Lincoln-Sudbury's core values](#) at the forefront of all guidelines.

Our highest priorities are the physical and emotional health of everyone in our community. There is no way to replicate the school environment in a remote teaching and learning format, but our goal is to maintain connections in a way that lessens stress and anxiety in the interests of strengthening our community.

The goals of the changes introduced in Phase III are to provide more structure and continuity and to increase contact time with students (see [rationale](#) for more details).

<u>**NEW:**</u>
Whole Class Meetings (Synchronous and Asynchronous Learning)

Teachers are expected to hold at least one synchronous experience for all students in each of your sections per week. The time spent in these whole class meetings should be calculated as part of the expectation of a 1-2 hour commitment per student per week for each class.

- **Synchronous learning** is a learning mode where students learn at the same time.
  - Examples of synchronous learning are:
    - live video conferencing (Google Meet)
    - live audio conferencing (Google Meet)
    - immediate email exchange (teacher answers students right away and students are expected to answer teacher right away as if they are right in front of the teacher)
    - collaborative synchronous work on a shared document (Google Drive)
- **Asynchronous learning** is a learning mode where students learn at different times (i.e. screencasts, videos, Google Classroom assignments, email, blog posts, etc.).

The primary purposes of holding synchronous experiences are:

- Awareness of student social/emotional needs
- Creating community online within classroom format / structure
- Allow for real-time support for students with respect to executive function, assignment management, making unit themes & purpose clear in a verbal & visual way.
- Offering choice for teachers in how they deliver curriculum and how they connect with students.

As you plan your synchronous experiences, please continue to reference the [Distance Learning site for staff](#), which is continually updated with new information.

If you are doing live video conferencing, please read the Google Meet guidelines and tips on the [Distance Learning site for staff](#). Note that you are asked to post the "Student Guidelines for Video Conferencing" for your class.

Framework for Phase III

Teachers may opt to use one or both sessions for synchronous meetings.

The "flex day", Friday, is intended for both students and teachers to choose how to most productively spend their time. ***Rationale: To read details about the*** *rationale for Friday as the flex day, visit this link*.

Please consider the following purposes for students:
- Time for students to work on school assignments
- Time for students to get individual or small group help, by appointment, from teachers if that cannot be accommodated within the designated block times.
- A teacher may require a student to attend an extra help session at a mutually agreed-upon time.
- Time for students to meet with counselors
- Time for students to meet with Special Educators, if needed beyond their Learning Skills block

	MON	**TUE**	**WED**	**THU**	**FRI**
10:00 - 10:25	1	5	**Student time to work on school assignments**		**flex**
10:30 - 10:55	2	6			**flex**
11:00 - 11:25	3	7			**flex**
11:30 - 11:55	4	clubs			**flex**
12:00 - 12:55	**Break / Lunch**				
1:00 - 1:25	**Student time to work on school assignments**		1	5	**flex**
1:30 - 1:55			2	6	**flex**
2:00 - 2:25			3	7	**flex**
2:30 - 2:55			4	clubs	**flex**

Clubs may meet during the designated blocks (Tues 11:30 and Thurs 2:30) if they are meeting during the closure. Club advisors should not feel obligated to meet with clubs.

Meetings:

Departments, Academic Council and committees have rearranged their regular meeting times to accommodate the slots reserved for blocks in the above framework.

Professional Development

The Learning Continuity Committee and the Academic Council are working on plans to provide professional development opportunities in order to provide a structured way for teachers to learn more about the tools at your disposal, and also to learn from each other about instructional techniques and strategies to use during remote learning.

Jim, Meg and Dennis will host Distance Learning Q&A sessions on Wednesday May 6. Please continue to reference the [Distance Learning site for staff](#), which is continually updated with new information.

NEW:
Communication to Students

By **Mondays at 10:00 a.m., please give your students an outline of what the week will look like** so they know what assignments will be coming. The goal is that your students *(and, in some cases, with the help of adults who support them)* can plan out their week and have an expectation about what work they will have when.

Please schedule your weekly outline for students to be posted on Monday mornings rather than over the weekends. You may also give students a plan for more than a week at a time if you already have planned that (and may have already done so).

Each week when you give your students the plan for the week, please include which day(s)/time the whole class will be meeting and how they should engage (Google Meet, live email, collaborating in a Google document, etc.)

As was requested in Phase II, please offer flexibility with deadlines as students' circumstances and ability to adapt to the remote learning environment vary widely.

Please continue to indicate student participation in your weekly attendance in Aspen. If you wish to qualify your "zNoShow" or "zNotMuch", please do so in the notes. For example, you may wish to communicate, "Student showed up to my Google Meet this week but did not submit any work" (or vice versa).

Rationale
To read details about the [rationale for these changes, visit this link](#).

Criteria for Credit/No-Credit as a semester grade during semester 2, spring 2020

To view Credit/No-Credit as its own document, [click here](#).

Students who **were passing** a class effective March 13th will **earn credit** for the semester in that class if they complete 60% or more of the remote learning assignments, which may include but are not limited to:
> Written assignments, projects, problem sets, presentations, online discussions, assessments, completion of challenges, attendance/participation in class "meetings"

Students who **were not passing** a class effective March 13th will **earn credit** for the semester in that class if they either:

> Complete 75% or more of the remote learning assignments, which may include but are not limited to:
>> Written assignments, projects, problem sets, presentations, online discussions, assessments, completion of challenges, attendance/participation in class "meetings"

> -OR-

> Complete missing assignments and raise their pre-March 13th grade to passing AND complete 60% or more of the remote learning assignments, which may include but are not limited to:
>> Written assignments, projects, problem sets, presentations, online discussions, assessments, completion of challenges, attendance/participation in class "meetings"

Teachers must clearly convey to students what is necessary to earn credit for the semester.

Individual teachers determine what constitutes "complete" for each assignment.

Teachers may identify certain assignments that must be included in the 60% of work completed.

Teachers may send warnings at any time for students who are at risk of not earning credit for the semester. Please notify Associate Principals ASAP about any senior who is at risk of not graduating as a result of not earning credit in your class this semester. Teachers will be asked specifically to send warnings by May 12th and June 1st.

The Math and World Language departments may set a bar higher than 60% completion to determine whether a student is eligible to continue in sequence at the same level or to stay in a specific level.

Biology teachers will communicate to students the importance of a high degree of mastery of Biology topics in preparation for the Biology MCAS which they may have to take next year.

Please continue to observe the:

Guidelines for Content Coverage *(Phase II, carry over to Phase III)*

- Move forward the best you can in your curriculum, that is: the revised remote version of your curriculum.
  - For those courses where you are unable to move forward in your curriculum (e.g. some FATA, some Wellness), continue on with enrichment/exploration related to your curriculum.
- Prioritize key new content to be taught
- Departments and curriculum teams should align regarding how this will be done, recognizing that the content will be reduced from the planned curriculum.
- Departments and curriculum teams should also keep in mind the essential priority we place on equity of access for all students and be mindful of the gaps in skills that are being created by the school closure.
- Different teachers teaching the same course should collaborate as much as possible to share common lessons and activities, distribute the burden of planning, and to ensure students are getting similar experiences and covering the same content.
- Teachers in "sequenced" departments should ensure that the content removed from the curriculum is the same across all sections of the same course.
- Departments will work on curriculum revision for courses to be taught in 2020-2021 in order to adapt to the reduction of curriculum this semester. ED&E may be used for this purpose.
- Teachers should design manageable and purposeful activities for students in each of their courses that engage the student for 1-2 hours per week. This places a workload upon each student up to 14 hours a week, plus at least another hour for organizing their digital learning environment.

  - ***Any class preparing students for AP exams may require extra time beyond 1-2 hours per week.***
    - [College Board's AP exam plan here](#)
    - [AP exam schedule and info about what's on exams](#)

- Remote learning is not necessarily online learning. Consider activities which do not use technology in order to help mitigate screen overload.
- Consider projects and student choice and engagement in designing your activities for students

Expectations of faculty *(Phase II, carry over to Phase III)*

- Student connections, engagement, feedback, and lessons
  - Communication with students
  - Communication with families of your students
  - Video-conferencing
    - Visit the [Distance Learning Information Site for Staff](#) for information (updated frequently)
- Meetings with colleagues (virtual) - curriculum teams, department
- Coordination of curriculum with department and curriculum teams
- Reading and responding to email

- Tracking student engagement:
  - Teachers should communicate with students who are not participating in their classes
  - Teachers will inform Associate Principals weekly of any students who are not participating (like a "warning") and House Staff will reach out to students and families to support them to engage in remote learning..
    - [Use Aspen attendance system](#) to track student engagement/participation.
- Support for students with IEPs, 504s
  - [Letter from Aida to Liaisons about remote IEP meetings](#) - sent 3/31 to liaisons and Staff News

Expectations for Grades and Deadlines *(Phase II, carry over to Phase III)*

- Course grades will be given for the semester on a Credit/No-Credit basis.
- This is different from Pass/Fail in that it will not be computed in the GPA, and acknowledges that the grades this semester are different from what grades mean in every other semester.
- Incomplete may be given as a grade in rare circumstances as it would be in normal semesters.
- Communicate clear expectations to your students about what constitutes the passing threshold, for which they will receive a grade of "Credit."
- Communicate your expectations for participation, completion and mastery on each task/activity.
- You may give qualitative feedback and quantitative feedback on student work.
- You may ask students to resubmit work until they achieve satisfactory demonstration of mastery.
- Deadlines
  - No assignment deadlines on weekends, holidays or vacation days.
  - Maintain flexibility with deadlines as students' circumstances and ability to adapt to the remote learning environment varies widely.
- No final exams will be administered at the end of the semester.