

DISTANCE LEARNING: HIGH SCHOOL OVERVIEW

During campus closure students will participate in meaningful learning experiences in each of their classes, even though they will not be physically present on campus.

Students will be expected to participate in their classes following the schedule below as closely as possible. This schedule allows some teachers to have live interaction if they choose to do so on certain days. It also provides a space for students to ask questions and get support from teachers/paras each afternoon.

We understand some students will not be able to follow the schedules specific timeframe every day but they will still be expected to review the material and complete assigned tasks.

The main platform for classes and communication between teachers and students will be Schoology. Teachers may ask students to access material differently at times but the majority of initial contact will still occur through Schoology. Students should be diligent about checking Schoology and their school email daily.

Schedule

8:00 – 9:00 1st Block

9:00 – 10:00 2nd Block

10:00-11:00 3rd Block

or 10:00 – 10:45 3A Skinny

and 10:45 – 11:30 3C Skinny

11:30 – 12:30 Allow time for lunch distribution/pick-up

12:30 – 1:30 4th Block

1:30 – 3:30 Student/Teacher open electronic communication and feedback.

Role of Parents

As a parent of High School students, we ask for the following support:

- Monitor Schoology updates and be sure to check in with your child daily about the distance learning tasks, activities, and assessments they are working on.
- Designate a place where your child will work independently on his/her assigned tasks.
- Ask your child to provide a brief summary of the learning he/she is engaging in for each class to ensure their understanding of the content and of the process they are being asked to engage in to demonstrate their learning.
- Ask your child about their deadline calendar and support them, as needed, in submitting assignments according to the established deadlines.
- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support. Our faculty will be on hand to help and support you in a timely manner.

High School Distance Learning Plan

Content and Timing:

- Limit total on-task time to 1-1.5 total hours per day per class (including instruction and work completion)
- Students will be provided with a clear learning target for each class to ensure they know what learning they need to accomplish each day.
- For courses with multiple sections, students will have the same Learning Target and comparable learning experiences as students who have other teachers.

Asynchronous Interactions:

- Learning targets, lessons, and materials will be posted on Schoology.
- Teachers will design learning in multiple tasks that complement each other in the development of understanding.
- Teachers will provide video and/or screencast to introduce the lesson and/or to provide instructions.
- Teacher will provide an estimated duration for all learning activities.
- Students may be expected to participate in discussion posts.
- Deadlines will be flexible to accommodate students.
- Resources needed will not require streaming/downloaded files that are excessively large.
- Teachers will clarify in advance how students should contact them if they need assistance and will respond in a timely manner to all student inquiries on weekdays.

Synchronous Interactions:

- Students will engage in synchronous, or real-time, engagement with their teachers and classmates using Schoology.
- Teachers will engage in real-time with students in the following ways:
 - **Zoom:** The Zoom App has been loaded on all student iPads. Zoom allows for live instruction and discussion between the teacher and students. Lessons presented on Zoom can be saved and the link uploaded to Schoology courses.
 - **Individual:** Students request help by making appointments with their teachers, counselor, or social worker at an agreed time.
 - **Scheduled Office Hours:** Students can join office hours to ask questions or discuss learning with their teachers and classmates during specific times established by teachers.
 - **Small Groups:** Teachers may create cooperative learning groups for students to work together on projects or assignments.

Assessment and Progress Monitoring:

- Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on student achievement.
- Teachers will design assessment instruments and create environments that assist students in making good choices related to issues of integrity. This could include:
 - Developing a class honor code;
 - Establishing clear expectations and guidelines for use of sources and collaboration and including them as part of the assessment task;
 - Post-assessment authentication through student reflection or teacher: student dialogue; or
 - Creating assessments that allow for student choice and development for how they will demonstrate learning.
 - Set time limits for completing online assessments.
- Non-graded formative and practice tasks:
 - Students must complete assigned non-graded assessments that provide a check for understanding. These may include (but are not limited to) discussions, forms, polls, reflections in Schoology.
 - Teachers monitor student progress with ongoing and regular feedback.
 - Teachers will determine when summative assessments are administered based on the data collected from formative assessments.
 - Late submissions of formative assessments may not always receive feedback or comparably thorough feedback if additional opportunities for feedback related to the unit objectives are available, students are best served to focus on current assignments to move forward in the learning process, or the submission of late work is not in direct relation to the current unit of study or the nearest upcoming summative assessment.
 - Teachers will actively engage with the student, parents, counselor(s), learning specialist(s) (SpEd, EL Teachers) and School Administration to support students who are not producing evidence of learning during a unit of study using Schoology, email, texts, and phone calls.
- Graded summative tasks:
 - Students must complete assigned graded assessments to measure progress against learning targets. These may include (but are not limited to) electronic portfolios, electronic quizzes/tests, writing assignments, and projects.
 - Graded summative tasks that are performance-based will include a rubric and/or other forms of scoring criteria shared with students as part of the task overview.
 - Clear instructions on where/how to turn in assignments will be provided to students.