

**Shattuck-St. Mary's Distance Learning Plan**  
**Upper School Academics**  
**Spring 2020**

**Upper School Distance Learning Overview**

While all of our Upper School students are used to working in the blended model in some of their courses, a shift to distance learning will still be an adjustment. The Upper School faculty will work to make the transition as smooth as possible and ensure that students are provided with meaningful opportunities to learn and grow, even though they will not be physically present on campus. We will continue to use a mix of synchronous and asynchronous learning options to help students move forward in each of their courses. Upper School students will be introduced to new online tools to help them learn and demonstrate their learning. This experience will help prepare SSM Upper School students for life and learning beyond the arch.

**AP Specific Information:**

The SSM Administrative Team, the AP Coordinator, and the college counselors have been in regular contact with officials from the College Board. The College Board is currently making plans to allow for home testing with a streamlined online exam using a 45 minute testing period. The College Board is working to ensure access to testing for all currently registered students. They have worked to secure confirmation from member colleges and universities that credit will be granted to students who perform well on the streamlined exam. They have also worked hard to provide students who are approved for accommodation by the College Board access to their accommodations in the home test environment. SSM will communicate additional details about changes to AP exams with the families of those students registered to test via email.

**Role of Families**

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

- Help your child choose a place where they can participate in online office hours or lessons and work independently on assignments with minimal distraction.
- Monitor PowerSchool updates and be sure to check in with your child daily about the distance learning assignments, activities, and assessments they are working on.
- Ask your child what they are learning in their classes, how the material is being presented, and what types of assignments they are engaging in to demonstrate learning.
- Ask your child about upcoming assignments and support them, as needed, in making a plan to submit their work in a timely fashion.
- Encourage your child to attend virtual office hours using Zoom to seek help and connect with their teacher and peers.
- Remind your child to self-advocate and email their teachers if they have questions or need extra help with an assignment. Our faculty will respond within 24 hours.

## Upper School Distance Learning Plan

### Content and Timing:

- Students should check Moodle and email every day to stay current with their work and to make sure they accomplish assigned tasks in each of their classes.
- For courses with multiple instructors, teachers will coordinate to ensure students will have comparable learning experiences as students.
- Total time for engagement in learning for each class will vary, including reading, homework, and work towards long term assignments.
- Homework expectations will be similar to what students are used to while learning on campus.

### Asynchronous Interactions:

- Assignments, lessons, and materials will be presented in multiple ways and will be posted on Moodle.
- Teachers will design lessons and formative assessments that help further the development of skills and understanding of course content. Students should attend teacher office hours to ask questions or seek extra help.
- Certain deadlines may be flexible to accommodate individual student needs. Students should discuss their needs with teachers and advisors.
- Resources needed will not require the use of VPN or streaming/download of files that are excessively large. If access to the internet is limited, either by availability or connection speed, students should contact their teachers and advisor as soon as possible to work out alternative arrangements.
- Teachers will clarify in advance how students should contact them if they need assistance and will respond within 24 hours to all student inquiries on weekdays.

### Synchronous Interactions:

- Students will engage in synchronous, or real-time, engagement with their teachers and classmates using Moodle, Panopto, or Zoom.
- Teachers will engage in real-time with students in the following ways:
  - **Individual:** Students may request help by making appointments with their teachers or counselors at an agreed upon time.
  - **Scheduled Office Hours:** Students can join daily office hours to ask questions or discuss content and assignments with their teachers and classmates. Teachers will establish office hours that vary in times to allow students in multiple time zones to participate. Students are required to visit each of their teacher's office hours at least once each week. Students who have difficulty participating in posted office hours should reach out to their teacher to schedule a time to meet.
  - **Structured Synchronous Learning:** Teachers may invite students to join a synchronous lesson to provide students the opportunity to participate in a real time lesson of class discussion. An asynchronous option for the content covered in these sessions will be provided for students unable to attend the synchronous meeting.

**Assessment and Progress Monitoring:**

- Teachers will use a variety of assessments to inform instruction, improve learning, and report on student achievement.
- Teachers will design assessments and create environments that promote making good choices related to issues of academic integrity by using some or all of the following methods:
  - Including clear expectations and guidelines for use of sources and peer collaboration in the instructions for assignments posted in Moodle;
  - Authenticating assessments through student reflection or teacher-student dialogue;
  - Creating assessments that allow for student choice and flexibility in how they will demonstrate learning.
- Formative and practice tasks:
  - Students may be asked to complete a variety of assignments that provide a check for understanding. These may include (but are not limited to) discussions, forums, journals, polls, reflections, and readings.
  - Teachers will monitor student progress and provide regular feedback.
  - Teachers will determine when summative assessments are administered based on the data collected from formative assessments.
  - In order to stay current and receive timely feedback, it is important for students to meet deadlines for formative assessment. Late work may be penalized.
  - Teachers will actively engage with the student, family, advisor, learning specialist, Class Dean, and Academic Dean to support students who are not producing evidence of learning during a unit of study.
- Summative tasks:
  - Graded summative assessments will be used to measure progress in each class. These may include (but are not limited to) electronic portfolios, electronic or written quizzes/tests, and writing assignments.
  - Graded summative assessments that are performance-based will include a rubric or other form of scoring criteria shared with students as part of the assignment in Moodle.
  - Clear instructions on where and how to turn in assignments will be provided to students on the class Moodle page.
  - Special arrangements may be made for specific types of assessments (e.g., oral exams, poster sessions, performance assessments). Students will be informed if they must participate in such an assessment.