CARDINAL GIBBONS
HIGH SCHOOL

The lead writers of this plan are Diana Neebe (@dneebe) and Joy Lopez (@technomaven). What's Okay: Please feel free to share this widely and adapt for your needs. We welcome your insights and resources in return. What's Not Okay: You may not use this material for commercial purposes. Please give appropriate credit if using, adapting, and sharing. (CC BY-NC 4.0 License). This is the original document we used to inform our (CGHS) practice: SHP Original Doc

FOR COLLEAGUES AT OTHER SCHOOLS: SHARING, THANKS, & RESOURCES
This document is the product of collaboration with colleagues at our school and around the world. We have built on our own experience and the experiences of others. Our plan is, of course, based on known best practices for face-to-face and distance learning instruction. But also, it responds to lessons learned from colleagues at international schools and schools around the world who suddenly had to close for multiple weeks at a time as a result of pandemic. We are grateful to our teaching colleagues around the world who have generously offered their insights and experiences, most especially the Taipei American School and the Concordia International School in Shanghai.

Below are links to a few resources that helped shape our approach and thinking that you may find useful as well:

- International School Resources for Virtual School (Google Drive Folder)
- Next Vista: Facing an Emergency and Switching to Distance Learning
- Concordia International School, Shanghai: When Virtual Learning Is Your Only Option (podcast)
- George Washington University Tools for Instructional Continuity

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FLEXIBLE PLAN FOR INSTRUCTIONAL CONTINUITY

LEVEL 1. SCHOOL IS OPEN. INCREASED ABSENCES.

LEVEL 2. SCHOOL IS OPEN. SIGNIFICANT & PROLONGED ABSENCES.

LEVEL 3. PHYSICAL SCHOOL IS CLOSED. CLASSES TRANSITION TO DISTANCE LEARNING.

LEVEL 1. SCHOOL IS OPEN. **INCREASED ABSENCES.**

INTRODUCTION: COURAGE & CONFIDENCE
As a Cardinal Gibbons community, our concern is always for the well-being of all our students, educators and families. As a school serving more than 1500 families and more than 150 educators, we have a serious obligation to ensure we are preparing and planning for any emergency that could create large-scale impact to the breadth of community members and campus operations. Sometimes, this means exploring alternative instructional delivery methods. This document does not address employment issues. Instead, it addresses how we can best prepare ourselves for prolonged absences and/or school closures.

As you read through this document, you will see an escalation in our instructional protocols for how we, as a caring and creative community of educators, might support students' well-being and academic progress when the conditions for teaching and learning aren't ideal or like anything we've experienced before.

In the coming pages, we discuss some of the implications for potential significant, though temporary, adaptations in your teaching practices. We want to begin by acknowledging that we all function differently when it comes to taking in a lot of information at once, especially in times of uncertainty. For some of us, the amount of information shared in this document, as well as the conditions of uncertainty, may cause anxiety, concern, frustration, or agitation. For others of us, having all the available information actually helps us begin to feel more comfortable about planning for the possibilities.

There are many resources available to support you. Of course, if you are unwell or unable to teach your class, the first priority is for you to take good care of yourself, rest up, and get better. Your department colleagues are incredible resources; these brilliant educators can help lighten the load when we're all lifting together. Your department chair, Director of PD, and Assistant Principal of Instruction are ready to partner with you. The IT department is always available to help you with any instructional technology needs you may have. And, our Chaplain and College Counselors are here for all members of the CG community, including adults.

THE "LEVEL I" SCENARIO & WHAT WE'RE SOLVING FOR

School is open and there are increased absences. Students and adults are absent more frequently and in greater numbers. Parents may opt to keep their child(ren) out of school because of concerns regarding exposure. We will continue to track the number of absences in our system but will not use these absences in our 20 day absence policy threshold. All emails and language regarding increased absences should be suspended during a public health crisis.

The challenge we're solving for is this: How do we keep learning on track for absent students without overloading classroom educators with a flurry of individual emails and requests for re-teaching? How might we instead create a system for communicating daily work, keeping the learning moving forward, and supporting students who are trying to get back on track after an absence?

Level 1 | **School is Open. Increased Absences.** How do we keep learning on track for absent students without overloading teachers with individual requests?

Level 2 | **School is Open. Significant and Prolonged Absences** How do we ensure instructional continuity when some are on campus and some are remote?

Level 3 | **Campus is Closed. Classes are Online** How do we support student well-being and academic development in the midst of a major disruption to our daily operations for an extended period of time?

FIVE PLANNING & COMMUNICATION PRACTICES TO START NOW
The practices listed below are quick and easy ways to help absent students access their curriculum while they are home. Though each requires a little time up front, they will make your teaching life easier in the long run, allowing you to get ahead of the steady drip of emails asking, "what did we do in class today?" Or worse, "did you do anything while I was gone?"

1. Post **daily updates to Finalsite**, including: the agenda of what you did in class; links to resources, notes, slide decks, and copies distributed to students who were present; expectations for homework.

2. Set up the **buddy system** with your students. Ensure that everyone in class has the phone number of at least two classmates. Remind students to bring their school issued device.

3. Set **expectations** with students so they know what to do when they are absent. Remind them to check Finalsite each day, and to connect with their buddy to call/video conference into class if they are well enough to do so and it is appropriate for your class.

4. Remind students to **stay home** when they are sick, and reassure them that you will support them in keeping up with their work, to include allowing them to attend remotely if appropriate.

5. Start **screencasting** your lectures/lessons when possible and posting to Finalsite as part of your daily update. You can, quite easily, record your screen during an in-class lecture and capture your audio narration while you teach. Or, if you anticipate that you will be absent, you can pre-record a lesson for students to watch with the sub. Screencastify and Screencast-O-Matic (our recommended screencasting tools) auto-save the video lesson to your Google Drive, and from there, you can post a private link to Finalsite. These tools can be downloaded as Google Extensions through the Chrome Web Store.

BUILD YOUR REPERTOIRE: ESSENTIAL DOWNLOADS AND TRAINING
The best time to build your repertoire of tools and skills is *before* you need them. We will leverage a combination of Finalsite, Google Suite, Zoom, Screencastify, etc. to support students and keep the learning moving.

Download and set up Zoom
All educators will have access to paid accounts with site licenses, allowing for unlimited video-conferencing minutes with up to 100 participants and the ability to record your meeting. Zoom has provided free accounts for all Gibbons Educators for 90 days, beginning 03/08/20. The Zoom app is being deployed to all Gibbons devices and will also be available for download via the Company Portal. Additionally, the Zoom Extension will be deployed to Chrome.

Zoom Away: Instructions for learning the Zoom Settings
*All zoom interactions should follow the safe environment protocols.
Zoom Best Practices

Test Drive Zoom in Departments
Practice the five essential skills listed below with at least one other person in Zoom. For tutorials on how to do each of these tasks, please refer to the Quick Links to Tutorials at the end of this guide.
1. Joining a meeting
2. Scheduling a meeting
3. Sharing your screen
4. Troubleshooting audio
5. Setting chat/mute parameters for participants

Download and set up Screencastify or Screencast-O-Matic.
Please add the Screencastify or Screencast-O-Matic extension to your Chrome browser. This tool allows you to create instructional videos by recording your screen with audio narration (ie: tutorial, virtual lecture, feedback on work). When prompted, sign in with Google and select your CGHS email account. Videos from Screencastify and Screencast-O-Matic autosave in your Google Drive. You can post to Finalsite from there. Students can also use these tools, so feel free to include it in your lesson planning. Screencastify or Screencast-O-Matic are not required if you already use other software (Camtasia, SnagIt, QuickTime).

LEVEL 2. SCHOOL IS OPEN. SIGNIFICANT & PROLONGED ABSENCES.

THE LEVEL 2 SCENARIO

School is open, but with significant and prolonged absences. The question here is how do we ensure instructional continuity in a hybrid model where some community members are physically present, some are virtually present, and others are absent? In Level 2, we are trying to find creative ways to support families with mitigating health circumstances who are more vulnerable and may need to stay home, those who may be quarantined but otherwise able to participate in school, and those who are recovering from illness and want to get back on track. Under Level 2, we can keep track of students who are learning from home, and find new ways to support each other in course and department teams.
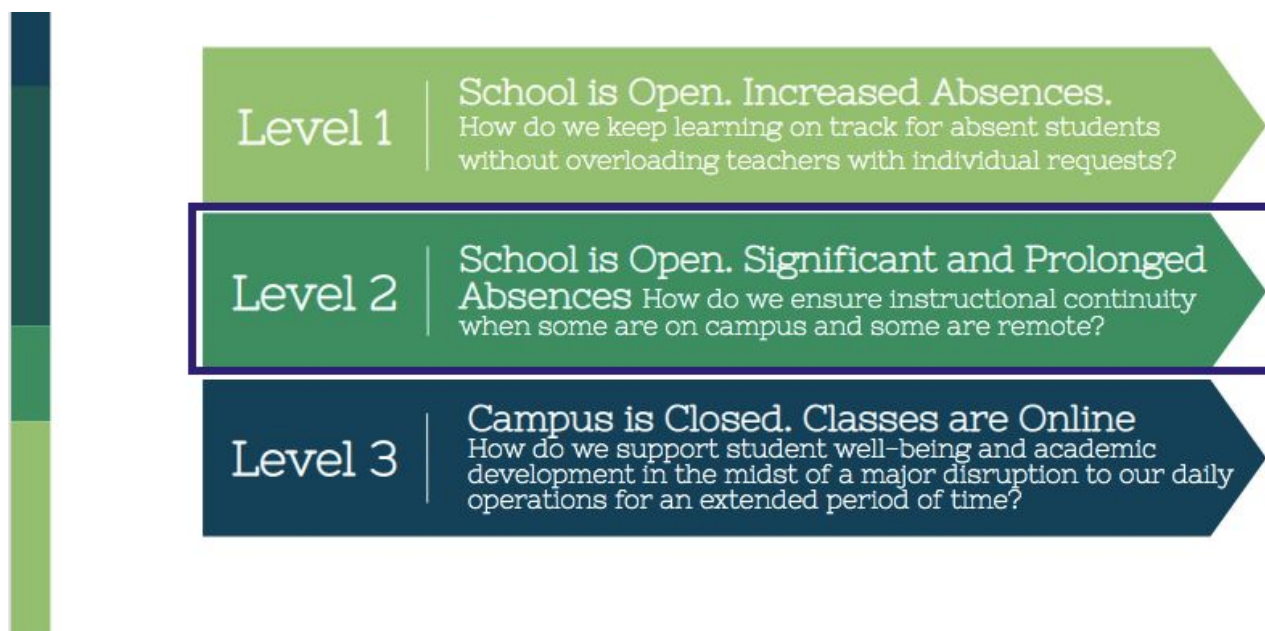
TEACHING DURING A LEVEL 2 EVENT

Teaching during Level 2 is going to require both planning and flexibility. It is likely going to be the toughest of the different teaching scenarios. You have to plan for students whom you may not see face-to-face and students who will be in your class physically. The best way to think of it is like you are teaching in a blended or hybrid classroom. You will need to plan your lessons so that those students at home can move forward with the rest of the class without being physically in the class. Even if the students Zoom in, it is not the same as being there. Frankly, Zooming into a running classroom is often difficult to follow, the sound quality of discussions is poor, and you miss a bunch that is going on in the room. Still, it does provide some

degree of community and allows the student to feel, at least partially, a part of the class. So how do you do this? What follows are some strategies for making a hybrid model as successful as possible.

A More Thorough Update in Finalsite. Similar to Level 1, you need to post daily updates in Finalsite. At Level 2, you need to expand these updates. They need to explain everything you did in class, not just an overview. Think of it as more of a "This is what you should have learned today," rather than a list of "This is what I taught/we did today."

Screencasting is Your Friend. Try to screencast your lectures and reviews whenever possible and post the link to Finalsite. You can do this real-time in your class, afterwards, or as a dry-run while you prep for class. This practice will save you from having to try to catch individual students up later. Screencasts work well for many purposes, not just a lecture or tutorial. Consider screencasting your feedback to student work, or screencasting a model or sample (i.e. art project or lab). For labs, consider having the students in class run the lab and partner with a student at home to help do the analysis and write up via Google Docs or OneNote.

Preload Resources. We use a wide range of resources in all our classes. Preload handouts, instructional materials, guided notes, links, etc. into Finalsite before class begins. That way, if a student is attending remotely, he or she will have access to the materials you are distributing in person. Don't forget about the whiteboard. If you use the board extensively in your lessons, take a picture at the end of the period and post it to Finalsite. If you have a physical copy that doesn't yet exist in electronic form, you can take a picture of it (using your phone), or create a PDF using an app like Evernote Scannable or CamScanner. Again, this is more work up front, but the resources can be used by both groups of students. You may save yourself a trip to the copier!

Assessments. Giving assessments to distance learning and in-person students will require some careful planning. It may be that students learning remotely cannot take the same assessments as those in school. Traditional assessments can put remote students in a tricky position where a quick Google search makes cheating both easy and tempting. It's our job to create a learning environment that sets students up for success rather than for a moral dilemma. You can always create two different types of assessments. You can create collaborative tests using Google Docs, individually assign assessments in Finalsite, build tests using Google Forms (with randomized test questions, one take only, and limited time windows for taking). If you set limited time windows, remember that accommodations still

apply. Students with learning plans will need distance learning accommodations just as much as they need in-person accommodations. You may also choose to give everyone an alternative type of assessment for this period of time (long-term project based learning, for example). Assessments for mastery through the use of tools such as EdPuzzle, Actively Learn, Flipgrid, etc.

Check in points. Figure out how you are going to check for understanding with your virtual students. On-ground, this is easy. We physically see them. How can you do this virtually? Do you want to do an update in Finalsite with a quick thumbs up for those who have seen it? Do you want students to email you? Could you make a discussion board for students to post questions and issues they are having? The goal with these checkpoints is both to ensure students are following along *and* to share the responsibility of building and caring for the learning community with the rest of the class. It is essential that you check in with students at least twice a week to see how they are doing and implement checks for understanding. If students are slipping behind, please notify the counselor, who will follow up with the family and loop in the appropriate administrator if necessary.

Flexibility. As classroom educators, we know how to adapt (Fire drill during your Midterm? Senior skip day on the day of your favorite lesson?). As you begin to think about how your classes would transition to a distance learning model, either for some or all of your students, start thinking of what is most essential for student learning. Some of your existing expectations and policies may not serve students in this unique moment. Please approach late and make up work with some flexibility while students and/or educators are asked to stay home. When needed, classroom educators should work with students and the counseling office to devise a plan for student work and recovery. Also, though all of our families have access to the Internet and computers, it may not be constant and there may be expectations that students share computers with family members. We will need to work with each student, trusting that they, too, are doing the best they can.

SUPPORTING ABSENT STUDENTS: VIRTUAL ATTENDANCE

If a significant number of students are absent for a prolonged period of time, we will use a flexible attendance plan. If students cannot physically be on campus but are able to attend virtually, they can join their classes remotely to keep up with their studies. Students who are ill and unable to virtually attend should focus on getting better. They will be marked absent.

Keep Posting Daily Updates to Finalsite, including: the agenda of what you did in class; links to resources, notes, slide decks, and copies distributed to students who were present; expectations for homework; screencasts of lessons and lectures whenever possible.

Enlist Students. Ask students to bring devices to and from school everyday to ensure they have their device when needed. Set up a buddy system to ensure every student has at least two other classmates they can call to attend class virtually if unable to be present in person. Remind students that they can (and should) still attend in-person class if they are able.

Attend with Audio. If students already have copies of shared resources (or can retrieve them from Finalsite), students can simply call into class. Ask students to exchange phone numbers with their buddies and have the in-class buddy call when the period begins.

Attend with Video. Students are very adept at video conferencing. Using the buddy system, students can set up FaceTime (most popular), Google Hangouts, or Zoom calls to attend virtually. Please make sure the on-campus student is on our school WiFi to avoid being charged for data.

Teacher Hosted Virtual Classroom. Classroom educators may choose to set up a virtual classroom so that many students can join. Create a meeting in Zoom and post the link or meeting code to Finalsite.

Loop In The Counselors. School counselors are the "point people" to make sure classroom educators and other stakeholders (student life, nurse, coaches, etc.) are aware if a student has extended absences. If a student or parent communicates directly with any member of the school community that they will be attending virtually, that educator is expected to let the school counselor know as soon as possible.

DISCUSSION QUESTIONS FOR DEPARTMENTS & TEAMS

If we reach a point of significant and prolonged absences, it's time for slightly different conversations in departments, course-level teams. We're all going to have to let go of some of the practices and policies we value and expect under normal teaching and learning conditions. The questions below are meant to drive discussion around how we might collaborate to best support students and make teaching tenable, especially in anticipation of a possible move to a distance learning model:

Departments

- What's the baseline that students need to know, understand, and be able to do for us to be confident that they have met our learning objectives?
- What assessments are coming up? Will these work for students at home *and* students in class? How might we tweak these to work for both?
- What major assignments are coming up? Will these work for students at home *and* students in class? Will students at home face a moral dilemma around academic honesty? If yes, plan something different.
- What is the most essential work remaining in this unit? This semester?
- What practices, assignments, and assessments can we streamline or prune altogether? Is there anything we can make optional/extension work?
- What lessons can we collaborate to build together? How might we divide the instructional load and share what we create (screencasts, notes, adapted assignments and assessments, etc.)?
- What constitutes "present" for this course in a given week? What will remote students need to do to "attend" while classes run on campus? How will we communicate our expectations to students?

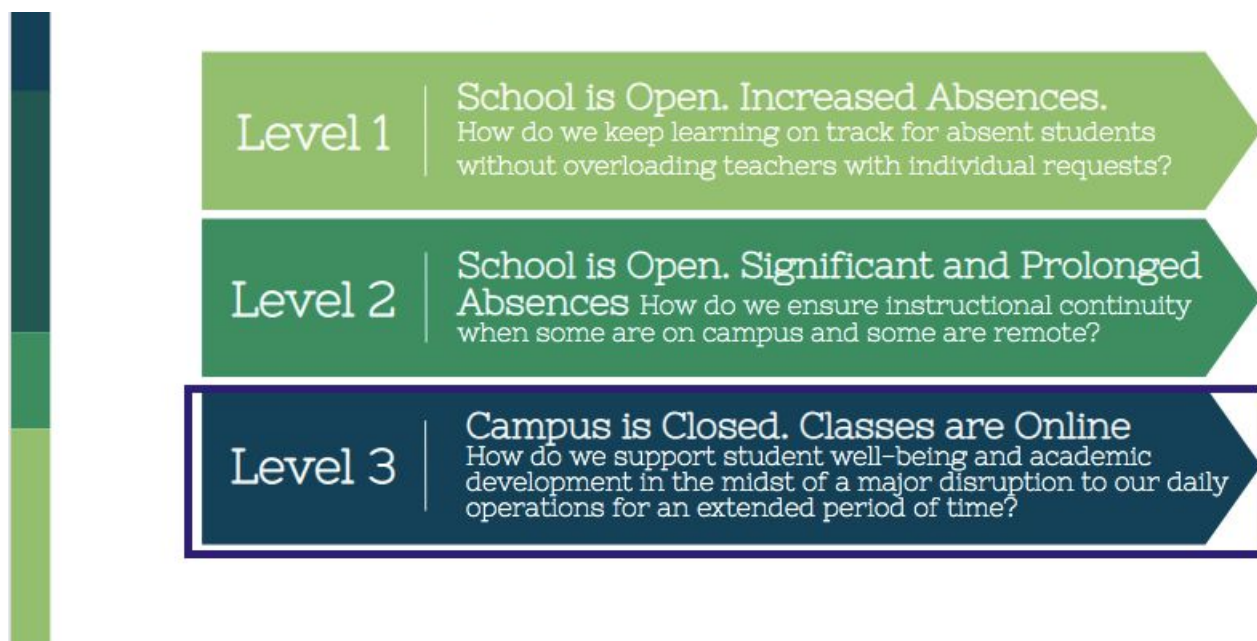**Administrators, Counselors, and Director-level Office Educators**

- How are we communicating with classroom educators about students with "anticipated prolonged absences"?
- How frequently will we check in with Department Chairs? Department members? Are there members of our community whose work has been significantly reduced who might be available to support classroom educators whose work may be overwhelming right now?
- How will we regularly collect/solicit information from classroom educators about the progress of students, and any students of concern? How will we communicate our plan to classroom educators and coaches? Who will be the point person to connect with families if a student is "remote" but isn't keeping up with his/her studies?
- What are the current pastoral needs of our community, especially those at home? Who is checking in and connecting with these community members?

LEVEL 3. PHYSICAL SCHOOL IS CLOSED. CLASSES TRANSITION TO DISTANCE LEARNING.

THE "LEVEL 3" SCENARIO
Campus is closed; classes transition to a distance learning model. The essential question here is: How do we support student well-being and academic development in the midst of a major shift to our daily operations for an extended period of time? How do we continue to foster student learning without being able to meet our students in person?

Level 1 — School is Open. Increased Absences. How do we keep learning on track for absent students without overloading teachers with individual requests?

Level 2 — School is Open. Significant and Prolonged Absences How do we ensure instructional continuity when some are on campus and some are remote?

Level 3 — Campus is Closed. Classes are Online How do we support student well-being and academic development in the midst of a major disruption to our daily operations for an extended period of time?

ANTICIPATED CHALLENGES IN SHIFTING TO DISTANCE LEARNING
When traditionally on-ground schools move to a distance learning model, there are some anticipated challenges. Fortunately, we aren't the first school to think through this move. The questions below come from colleagues in our profession around the world who have generously offered their insights and experiences. We are especially grateful to the Taipei American School in Taiwan for sharing lessons learned. We have responded to each of these questions in our plan.

> **Schedule.** What's the schedule? This is useful even if there aren't any synchronous classes being held. It offers students predictability.

Attendance. How will you take attendance? What constitutes "present"?

Community. How will you support students' needs to socialize and connect? Opportunities for peer-to-peer connection will be especially important.

Clarity. For students' sake, clearly put all assignments in one place (Finalsite), explain objectives and expectations up front, and meter the workload.

Administrators. Train administrators how to walk the halls of a digital school and provide some measure of accountability and support for students and educators.

Assessment. Have a game plan for assessments (Formative only? Allow summative? What happens to AP courses?).

Screen time. Think creatively about what students are doing/working on so they aren't glued to a screen for 8 hours each day.

Set Expectations. Clarify expectations for students/families, including attendance, participation, workload, communication if absent, etc.

Tech Check. Clarify expectations for home technology requirements. We are so fortunate that our Gibbons Technology Team and STARs will be available to support students remotely.

Transition. What's your transition back plan? Pastoral needs can be high.

KEY TERMINOLOGY FOR DISTANCE LEARNING

Though much of teaching and learning under a distance learning model is the same as in the shared physical classroom, there are a few key terms that will help you navigate the shift.

Asynchronous: Class interactions happen via Learning Management System (Finalsite) without real-time interaction. Students engage in class materials and complete work at their own pace, typically within a given timeframe, often using discussion boards to drive peer-to-peer engagement. If you're comfortable using Finalsite, you are already totally capable of running your classes under a distance learning model.

Synchronous: Class interactions happen in real time, at the same time. Students may virtually attend class together via video conference, livestream, or chat. We have Zoom for synchronous meetings. Most distance learning courses are a blend of synchronous contact and asynchronous study/work. In describing their experience of shifting school to a distance learning model, colleagues at the Concordia International School in Shanghai explained that *asynchronous* instruction worked best for deep learning, whereas *synchronous* instruction was essential for maintaining relationships.

Screencast: A digital video recording of your computer screen, usually including audio narration. Screencasts are a form of instructional video. Screencastify, Screencast-O-Matic, QuickTime, and Camtasia are common tools for screencasting.

Video Conference: A virtual meeting in which participants in different locations are able to communicate with each other with audio and video. We will use Zoom for this function.

TEACHING DURING A LEVEL 3 EVENT

At Level 3, the school campus will be closed to all students, and all students will be engaged in distance learning. Educators may also be working remotely, but could work from school unless there is a campus closure. This determination is made by the administration of the school. If the school is closed, but the campus is open, classroom educators might be able to collaborate in real-time at school. If there is a quarantine or it isn't safe to gather, departments can gather virtually using Zoom. Either way, it is expected that classroom educators will gather at key points as a department, in Professional Learning Networks (PLNs), and as a whole faculty. We will need this time to stay in touch, support each other, and plan.

At this level, the way we teach fundamentally changes. You need to think about teaching in chunks. It is very hard to post work everyday for all your classes. Instead, you want to make some decisions. Do you want to post everything for a week-long chunk? Do you want to post a 2-week unit? How are you going to scaffold the work for students? How often are you going to commit to do updates and post resources? You will use school-sanctioned tools to communicate with them (Finalsite, email, screencasts, zoom sessions, Google Classroom, etc.). Because of this, you need to rethink how you will lay out your course. Remember your students are not just taking your course, but trying to keep up with all courses. Although they do that now, completing assignments and engaging in learning in this format will be different and take some practice. The shift may be particularly challenging for students with executive functioning learning differences. You will not be able to "read the room" to gauge their understanding, so you need to figure out ways to check-in on every student individually. It is super easy to fall behind virtually and hide 'in the back of' the virtual room. You'll need to double-down on checking for understanding and touch points.

Thorough Update in Finalsite. With every step away from the physical classroom and into a distance learning model, updates in Finalsite need to be more comprehensive and detailed. You'll need to give context for the week's worth of work, including your objectives (in student-facing language), expectations for learning, a preview of the assignments, and where to find the resources, assignments, and assessments (think Lesson Planning 101). Start with the end in mind: what do my students need to know and how will I know they learned this? If you do one big post with everything in it, you will help students plan out their week. If the unit spans several weeks, you will still need weekly updates with assignment checkpoints to ensure they are progressing and not waiting until the very end.

Screencast Your Update. Once you set up your Finalsite update with the overview of the week, we recommend that you screencast yourself walking students through your post, just as you would in class. This is your chance to tell them verbally what they will be doing that week/unit and what your expectations are. This practice is especially important if students are working for multiple weeks on one project or one unit. They need to know where they are headed in their learning, not just what is due right now. Post the screencast in your Finalsite update. You may want to screencast a sample final project or a model of student work so students know what to expect. Importantly, as a school where fostering relationships with students is core to our pedagogy, a screencast with your voice will help make a switch to distance learning feel less impersonal and more relational.

Preload & Vary Your Resources. Just as you did in Level 2, preload all your resources and point to them in your weekly post. Consider the types of resources you expect students to access. Our library databases are mostly available off campus, but it's worth double-checking. It's good practice to add PDFs of readings and to vary the type of media (ie: screencasts, TED talks, video tutorials, EdPuzzles, Actively Learn assignments, etc.) to make up for you not being in front of them.

Assessments. As we noted in Level 2, implementing assessments in a distance learning model requires careful planning. Traditional assessments in a distance learning model can put students in a tricky position where a quick Google search makes cheating both easy and tempting. It's our job to create a learning environment that sets students up for success rather than for a moral dilemma. This is a good time to consider other types of assessment. If a traditional test is out, how else can you evaluate what students understand? How else can you assess the development of a key skill? Project based learning, with multiple checkpoints along the way, is a great fit for distance learning.

Check in points. You need to make sure you are checking in with students regularly. Attending virtual classes, posting to discussion boards, email or remind correspondence, submitting assignments, etc., all constitute check-ins. The point is that you want to know students are working and not falling behind. If they are not checking in, we want to catch them early. Consider creating a discussion board for students to post questions and write about issues they are having.You can call it "Questions, Concerns, Comments" as an example. An open forum like this will allow not just you, but classmates to respond as well.

Flexibility. This is the time to adjust your curriculum to fit into a distance learning model. What is your comfort level? How will you use the synchronous and asynchronous tools? Make your plans, lay out your course, take a deep breath, and be flexible. If something doesn't work, just like in your classroom teaching, adjust and go back or move on. Remember to reach out to your colleagues and tech team for support. We can do this...together.

SCHEDULES IF SCHOOL IS CLOSED
We will run a modified weekly schedule based on our final exam schedule if school moves from on-campus to distance learning. We may need to be prepared to run classes for a sustained period of time, potentially up to at least two weeks. It will take all of us to reiterate to students that *school is still in session*, just in a different space. In the schedule below, the designated time slot for each class period indicates when classroom educators will need to sync with students and/or when classroom educators will host virtual class via Zoom.

Weekly Schedule

	Day 1	Day 2	Flex Day	Day 3	Day 4
AM 8:30-11:30	Period 2	Period 1	Office Hours Check-Ins (Counselors, Educators)	Period 8	Period 7
PM 12:00-3:00	Period 3	Period 6	Office Hours Check-Ins (Counselors, Educators)	Period 4	Period 5

One-Day Schedule

Time	Class	Time	Class
8:05-9:00 AM	Period 1	**11:35-12:20 PM**	Period 5
9:05-9:50 AM	Period 2	**12:25-1:10 PM**	Period 6
9:55-10:40 AM	Period 3	**1:15-2:00 PM**	Period 7 https://docs.google.com/presentation/d/11tIukQ4_AfUES8onJyiesyD5fHZa64MWgpwHiiE7jqk/edit#slide=id.p
10:45-11:30 AM	Period 4	**2:05-2:55 PM**	Period 8

Although classroom educators have a three-hour window in which to sync with students in a given period, we certainly aren't advocating for a three-hour virtual class. Use it as both the lecture and assignment combo. Consider how best to use the 180 minutes in a variety of activities from online assignments, readings, notes, project work, recorded sessions, or live sessions. If you do decide to host a virtual class via Zoom, you may choose what time within that window your class will meet. If you are syncing with students individually or in small groups, the goal is that you have a sufficient block of time to do so.

EXPECTATIONS FOR CLASSROOM EDUCATORS

Assuming you are well enough to teach, the expectation is that you continue to keep your classes moving. Expectations for teaching under a distance learning model:

Communication. Classroom educators are expected to be in their courses on Finalsite every school day. Post all instructions, assignments, and learning materials to Finalsite. Each week, post an update with an overview of the learning objectives and expectations. It pays dividends to be overly-clear; we don't have the benefit of reading the room and clarifying on the fly. Please answer emails within 24 hours.

Work Load. Provide 3 hours of class work per week maximum, including: time for reading/watching/listening, engaging with peers via discussion boards and docs, attending class virtually via zoom, "homework"/learning tasks, etc. Advanced Placement courses may assign additional work or practice tests as needed.

Attendance. In a distance learning week, educators will post the week's work, include a deadline, and record attendance based on the submitted work. CGHS will adapt the PowerSchool weekly attendance to reflect the final exam schedule. Educators will be able to back date attendance for the week based on submissions.

Office Hours. Plan on being available to answer student questions for three hours a week in addition to your class period time. Office Hours take place on Flex Day, at times determined by the educator. These times should be clearly communicated to students using Finalsite. You may choose to host office hours via email, 1:1 Zoom meetings with a "+1" (to ensure no educator is virtually alone with a student), small group Zoom meetings (by opening up a

meeting and posting the code on Finalsite), the chat function within Google Docs -- or any combination of these methods. Please post an update on Finalsite explaining to students where they can reach you and/or how they can schedule time with you during office Hours.

BEST PRACTICES FOR DISTANCE LEARNING

The flow of distance learning is unique. In any given week, we recommend each course accomplish three tasks: preview, prepare, and engage in learning.

	Teacher Posts...	Using These Tools...
Preview	*Finalsite Update:* ● Overview of the lesson ● Objectives & connections to prior lessons/learning ● Instructional Materials needed.	● Post an update in Finalsite ● Create Screencasts (via Screencastify or Screencast-O-Matic)
Prepare	*Finalsite Assignment:* ● Readings (textbook, novel, packets), digital texts, podcasts, video content, recorded lecture, screencast lesson, etc.	● Create/Post content: upload audio, video, screencast, text, links to docs, images... ● Access and use existing curated content: CGHS Library, Library of Congress, TED, NatGeo, PBS, Smithsonian, Bio.com, Discovery Education, History Channel, Khan Academy, Bozeman Science, CommonLit, NYTimes Learning, Newsela, EdPuzzle, Actively Learn, etc.
Engage	*Finalsite Assignment:* ● Reflective writing, journaling, guided note-taking ● Discussion boards, assignment submission, post/share/ respond to audio, video, images, media ● Writing, collaborating, peer editing Google Docs ● Virtual labs/simulations; home labs/observations ● Remote synchronous class ● Practice problems ● Research, writing, projects ● Online assessments (AP) ● Quiz, formative assessment ● Summative assessment	*Asynchronous Tools:* ● Finalsite ● Google Suite (docs, slides, forms/surveys, sheets) ● Screencastify or Screencast-O-Matic ● Quizlet, Kahoot, Gimkit, Quizizz, GoFormative, EdPuzzle, Actively Learn, Membean, Socrative, Pear Deck, Flipgrid ● Checking for Understanding *Synchronous Tools:* ● Zoom (audio or video) ● Google Hangouts ● Livestream.com

TEN TIPS FOR RUNNING A SYNCHRONOUS CLASS

A synchronous class can take many forms, and a video conference is certainly not the only way. Below are a few tried-and-tested suggestions to get you started if you do choose to get your class together on Zoom.

1. Determine the length of your Zoom session. Holding attention online for over an hour is difficult. Industry standard for education-based webinars and live sessions is under 30 minutes. Consider this ahead of time.

2. Login ahead of students and greet them when they enter session.

3. Set up chat parameters. We recommend allowing public chatting only. We do not recommend allowing students to chat privately. Use the private chat feature as the instructor to catch up late students, nudge students who are not jumping in, ask everyone to respond to a question like you might in class to get a heat check of student understanding.

4. Once the session begins, students to mute their sound and turn off their camera on entry. You can also work with your class to establish some shared Zoom norms such as mute your mic when not speaking, say your name before you participate (sometimes it's hard to tell who is speaking), etc.

5. Remind students that the same tech rules apply to a distance learning classroom as to the physical classroom.

6. Begin your instruction by sharing your screen and toggling over to your Finalsite class. Show the update that you posted for the class; this should have the outline of the work for the week. Walk students through the update, pointing out where the resources and assignments for that week are located.

7. Preview your objectives for the session and any expectations you have (notes, participation, after session activities, etc.)

8. Start your presentation, discussion, lesson, etc. Enjoy, for a brief moment, the luxury of teaching in a dress shirt and pajama pants.

9. About five minutes before ending class, go back to your Finalsite page and remind students about the upcoming work for the week. This may seem overly-redundant, however it takes the average person hearing the same information 8-10 times to ensure recall and comprehension. This will be a monumental shift for students, and they will need all the clarity and support they can get.

RUBRICS AND RESOURCES FOR DISCUSSION BOARDS

Discussion boards are excellent ways of fostering peer-to-peer learning. The optional rubrics and resources below are simply meant to make your life easier. You are not required to use them. You absolutely may edit, adapt, or build on them.

Setting Clear Expectations

When distance learning severely limits options for students to share their ideas and questions with one another, it's important to set clear expectations for posting. Here's an example: "Please post your first response by 11AM on Tuesday. The post must be at least 250 words in length and reference the readings with specific information. Be sure to use MLA format for your citations. You must respond to three of your classmates by Friday 3PM. Follow-up posts must be content-rich (at least 100 words) and move the discussion forward. Simply saying, "I agree", etc. will not earn credit."

Resource: Discussion Board DOs and DON'Ts for Students

Do think before you post. Complete the reading or preparation work before you write.
Do post your response early to give your classmates more time to reply. Check back later to see what comments have been added.
Do explain your opinion and use examples to help others understand your points.
Do post something that furthers the discussion and shows depth of thought. The best part of a discussion board is that you get lots of think time before you post. Use it.
Do reply to several of your classmates' posts, adding examples or asking questions.
Do remember that it is harder to tell when something is a joke online. Use humor sparingly.
Don't agree with everything you read. It makes for a really boring conversation. Politely disagree when you have a difference of opinion.
Don't reply to the same people each time. Try to bring in other voices.
Don't get personal. Focus your criticism on ideas and arguments, not on your classmates.
Don't bring the outside in. No inside jokes, references to people who aren't in the conversation, or comments you wouldn't say face-to-face

Top Ten Discussion Board DOs and DON'Ts for Students. From *Power Up: Making the Shift to 1:1 Teaching and Learning* (Neebe & Roberts, 2015). Reprinted with permission.

Tips for Discussion Board Prompts

Discussion board prompts are just like the prompts you use to start discussions in your class. You just need to adjust them a bit since you will not all be in the same room answering these orally. If you need a bit of assistance with this, here are some things to consider:

- Think about the learning you want students to gain from the discussion.
- What do you want to see in the responses? Convergent ideas (how, what, why), Divergent ideas (predict, if…then), Evaluative ideas (opinion, defend, what if)?
- Since you want to avoid yes and no responses, how might you frame the question in such a way that students have to think before posting and not just answer off the top of their heads?
- Remember, just like in a face-to-face class, sometimes questions just flop. Don't give up; just adjust. Feel free to post a response that clarifies what you are looking for, gives more instruction, or poses a completely new question.
- Once you launch a discussion board, monitor it as you would in a face-to-face class. Avoid jumping in too soon or over-responding. You don't have to respond to every post. Remember you set it up to where they have to respond to their classmates. Allow the exchanges to take place.
- When responding, be sure to model how you want students to respond. Consider including links to support your statements, quotes (cite them), restating a portion of the post you are responding to, and using the name of the student(s) to whom you are responding.

Hacking the Discussion Board for Global Feedback

The discussion board platform is also a great place for providing global feedback to students, just as you would in class if you were using a student sample to retool thesis statements or craft a stronger hypothesis. Distance learning doesn't mean students have to learn in isolation. We can still insist on an environment in which mistakes are expected and growth happens in community. Ask students to post a draft of their project check-point. Tell them you will give feedback directly on the discussion board (and that students will receive their grade privately). This will likely feel very awkward at first. We often aren't used to learning and stumbling with an audience. It can be a very vulnerable feeling. Remind students that we learn more deeply when we learn in community. They'll be surprised how much they grow by seeing the insights of classmates and the feedback to their challenges, which may someday be their challenges, too. Early replies from you to a few students will be seen by, and shape, the responses of other students.

Rubric: Grading Discussion Board Posts

Recall that you can add a rubric to any Finalsite assignment and click the boxes to score student work. Here's a sample that you could use or adapt.

	5	4.5	4	3
Critical Thinking	Response clearly addresses all elements of the prompt. Exhibits attention to detail and mastery of the topic. Student evaluates and synthesize course concepts, theories, or materials appropriately, using effective examples and supporting evidence.	Response addresses the prompt and demonstrates a clear understanding of the topic. Student applies and analyze relevant course concepts, theories or materials, using examples or evidence for support.	Response addresses some elements of the prompt. Student summarizes course concepts, theories, or materials. Post may reveal some gaps in understanding or familiarity with content.	Response does not adequately address the prompt. Student relies on statements that are unsupported by course concepts, theories, or materials. Post demonstrates misunderstanding of content and/or a lack of sincere effort.
Engage-ment	*Thought Leader.* Asks good questions for classmates to consider. Responds to multiple peers in a manner that advances the discussion. Draws connections between comments. Takes risks in developing new ideas.	*Engaged Participant.* Asks thoughtful, open- ended questions. Builds off of previous comments in the discussion board. Responds directly to peers in a manner that adds meaning to the discussion.	*Skimming the Surface.* May ask clarifying or perfunctory questions. Responds to peers in a manner that demonstrates superficial engage-ment with their ideas.	*"Post and Go"* Student does not make meaningful contributions to the discussion community. Does not respond to peers, even when prompted to do so. May disrupts the community with discourteous behavior.
Style & Format	Meets or exceeds required word count. Post(s) are practically perfect grammatically. Student consistently provides academic citations for ideas not his/her own.	Meets or nearly meets required word count. Post(s) may include a few errors that are minor enough that they do not distract the reader. Student references sources for ideas, but may do so inconsistently.	Meets at least 80% of the required word count. Post may include errors that distract the reader but do not detract from the argument. Student does not provide citations for sources.	Falls significantly short of the required word count. And/Or post contains multiple flaws that seriously confuse the reader. Student does not engage sources, and thus, none are cited.

Adapted from the University of San Francisco Educational Technology Master's Program scoring guides and the Phillips Exeter Academy Harkness Discussion rubric.

EXPECTATIONS FOR COUNSELING
College Counseling serves as the central hub for communication and support for all students, parents, and educators navigating issues incurred by extended absences. These include workload balance, anxiety, recovery protocols, and administration of testing. College counselors will be available during Office Hours and during periods when students are not engaged in learning to meet with/support students. They will continue providing services to their caseloads, primarily in a one-on-one format, throughout the course of each work day. Counselors will be available to help support students who are absent/cannot participate and may choose to lead small groups online for study sessions, tutorials, or personal support. Counselors will work with the Administration to communicate with families about attendance/participation concerns and support students in getting back on track.

EXPECTATIONS FOR MODERATORS OF CO-CURRICULARS
Co-curricular moderators will discern, in dialogue with student leaders, how it makes most sense for an activity, club, or other community group to continue its work in the event of a closed campus. Educators should communicate their overall approach to the circumstances as well as clear expectations about: (1)assignments and deadlines, and (2) other shared experiences they may wish to facilitate in an effort to sustain the community (e.g. a video, reading, or virtual discussion). In some cases, it may not make sense for an activity, club, or other group to continue to engage in the context of a closed campus. If an educator determines this is the case, they should communicate their decision and rationale to group members. Moderators should also communicate all distance learning activities with the Assistant Principal for Student Engagement.

EXPECTATIONS FOR LIBRARIANS/MEDIA
The librarians at CGHS are exceptional resources as you plan and design your courses. Librarians are expected to be available to students and educators during normal school hours. Librarians will connect with department chairs to see how they can support the program via databases and other materials classroom educators can include in their lessons.

WHAT YOU CAN EXPECT FROM ADMINISTRATORS
The Principal will send a weekly communication to students, educators, and families via email with updates, announcements, and a reminder that school is still in session. Schoolwide administration will communicate with the community at least weekly. Administrators will "walk the virtual halls" by checking Finalsite and joining classes via Zoom when possible. Administration and Counseling will monitor student absences so classroom educators can plan and teach.

WHAT YOU CAN EXPECT FROM TECH

In the event of a school closure, the tech department may still be working from campus. In the event of a campus-wide closure they will be [working remotely](#). The tech department will be monitoring stars@student.cghsnc.org email during normal school hours. Please include a phone number so that we can contact you quickly. All efforts will be made to quickly contact you to resolve the issue. This may include remoting into your computer (with permission), sending you a screencast, calling you, emailing, or opening a Zoom session.

CONTINGENCY PLANS IF YOU'RE SICK AND CAN'T FACILITATE CLASS

If you are unable to facilitate your class, please communicate with Nadia Battistoni. Educators can request that colleagues or department chairs be given access to their Finalsite page in order to support and continue learning in their absence. If a team member needs to temporarily take over your course, please contact tech support, and they will add the teacher to your course. Please be sure to log your sick time in Ultipro. If you require additional support, please contact Nadia Battistoni. Remember, we are all in this together. We are all going to have to step in to help our colleagues through this.

QUICK LINKS TO TUTORIALS FOR TECH TOOLS

If you don't find an answer to the exact question you have, a great first step is to search for the software/program name + function + tutorial (such as "Zoom record meeting tutorial"). And of course, you can email the tech team with questions.

Finalsite
- Finalsite screencast overview

Zoom
- Downloading the Zoom Client
- Joining and participating in a meeting on Zoom
- Scheduling a meeting and inviting others to join
- Meeting Controls: sharing my screen, managing chat, muting participants
- Starting the desktop client
- Testing computer and device audio
- Recording a Zoom meeting
- Breakout rooms

Google Suite
- Creating and sharing a doc
- Inserting hyperlinks within a doc
- Creating a Google Form (survey) and viewing responses
- Creating and sharing a Google Slides deck
- Hosting a Google Hangout Meet

Microsoft Teams
- Microsoft Teams Video Training (So many topics are covered here: setup, manage meetings, start chats, post messages and assignments, etc.)

FOR COLLEAGUES AT OTHER SCHOOLS: SHARING, THANKS, & RESOURCES
This document is the product of collaboration with colleagues at our school and around the world. We have built on our own experience and the experiences of others. Our plan is, of course, based on known best practices for face-to-face and distance learning instruction. But also, it responds to lessons learned from colleagues at international schools and schools around the world who suddenly had to close for multiple weeks at a time as a result of pandemic. We are grateful to our teaching colleagues around the world who have generously offered their insights and experiences, most especially the Taipei American School and the Concordia International School in Shanghai.

The lead writers of this plan are Diana Neebe (@dneebe) and Joy Lopez (@technomaven). What's Okay: Please feel free to share this widely and adapt for your needs. We welcome your insights and resources in return. What's Not Okay: You may not use this material for commercial purposes. Please give appropriate credit if using, adapting, and sharing. (CC BY-NC 4.0 License).

Below are links to a few resources that helped shape our approach and thinking that you may find useful as well:

- International School Resources for Virtual School (Google Drive Folder)
- Next Vista: Facing an Emergency and Switching to Distance Learning
- Concordia International School, Shanghai: When Virtual Learning Is Your Only Option (podcast)
- George Washington University Tools for Instructional Continuity

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It was shared with CGHS. Authors had given permission to use and adapt as needed. We are grateful to Dr. Lopez and Dr. Neebe!