

SHANGHAI AMERICAN SCHOOL

Continuity of Learning Plan for August 2022

(Hybrid Plan Overview, May 2022)

INTRODUCTION

The uncertainty presented by the situation in Shanghai and with the return of expat faculty in July has led SAS to develop a contingency model of learning in order to continue to offer a program that supports our commitment to our families. Our face-to-face and distance learning models are well-developed. We have now constructed a new model of learning, hybrid learning, that brings together the strong elements of both models.

The purpose of this document is to provide an overview of what to expect in case of campus opening in August with health and safety restrictions, or with some students and faculty outside of Shanghai. Learning at SAS will continue no matter the circumstances. Parents should, like the school, be ready to adjust to these circumstances.

THIS DOCUMENT INCLUDES THE FOLLOWING SECTIONS

- Our Goal
- Our Guiding Documents
- The SAS Experience
- Potential Scenarios
- Models of Learning
- The Hybrid Model
 - Consistent across the school
 - Elementary School
 - Middle School
 - High School
- Going Into the Summer with Confidence

OUR GOAL:

- To design a model of learning that is adaptive and allows for optimal delivery of our SAS education while attending to the needs of all stakeholders in the community

OUR GUIDING DOCUMENTS:

The SAS guiding documents remain at the heart of our program. To continue to offer a strong program, our model is driven by our mission, our transdisciplinary transfer goals, and our learning principles.

- Mission
- Schoolwide Learning Goals
- Learning Principles

The model developed will continue to guarantee that the SAS EXPERIENCE:

- is developmentally appropriate and ensures access to high quality education
- is built upon the excellence and expertise of faculty
- insists on strong, supportive relationships between faculty and students and among peers
- provides high-quality instruction in core and specialist areas

POTENTIAL SCENARIOS:

Summary of the situation in three potential scenarios (Table 1), presented from the least likely to the most likely for August 2022:

- **Scenario 1** as experienced in 2021, where almost all students and faculty are in Shanghai and campuses are allowed to reopen without major disruption.
- **Scenario 2** as experienced in April/May 2022, where campuses are not open, due to restrictions from the SEC or due to a decision from the school not to open. Reasons may include health and safety, significant operational issues, or shortage of expat faculty in Shanghai.
- **Scenario 3**, where campuses do reopen, but with a certain number of faculty and students outside of Shanghai, at least for a short period of time, and/or uncertainty as to the ability of all students and faculty in Shanghai to be on campus.

For each of the scenarios, adjustments to the delivery of learning will be made. You are familiar with the modes of learning for scenario 1: face-to-face, on campus; and for scenario 2: full Distance Learning. This document will explain the hybrid approach for scenario 3.

Table 1: Potential Scenarios

Scenario 1:	Scenario 2:	Scenario 3:
<ul style="list-style-type: none"> • The vast majority of faculty and students in Shanghai • Campuses open • Likelihood: LOW 	<ul style="list-style-type: none"> • SEC does not allow for campus opening • School choice not to open campus due to: <ol style="list-style-type: none"> a. Health and Safety concerns b. Operational obstacles c. Number of expat faculty outside of China too large • Likelihood: MEDIUM 	<ul style="list-style-type: none"> • A significant number of faculty is outside of Shanghai • Some students are outside of Shanghai • Campuses allowed to reopen • Likelihood: HIGH
In this case, the model for delivery of learning would be:		
<ul style="list-style-type: none"> • Face-to-face 	<ul style="list-style-type: none"> • Distance Learning 	<ul style="list-style-type: none"> • Hybrid

MODELS OF LEARNING:

SAS now has three models for learning (Table 2).

1. **Face-to-Face Model:** is commonly known. In this model, all students and faculty are on-campus, and learning happens face-to-face.
2. **Distance Learning Model:** is the current model of instruction as of May 2022, while on lockdown. In this model, all students and faculty are online, and learning happens according to our SAS Distance Learning Plan. This plan includes a combination of synchronous face-to-face sessions on teams and asynchronous work done outside of the team sessions.
3. **Hybrid Model:** is the new model of instruction. In this model, some students are in Shanghai and others are abroad. In Hybrid, even students in Shanghai may not be able or may opt not to come on campus. In this model, some faculty are in Shanghai while others may be abroad. This hybrid model involves a combination of teaching and learning in person on campus, online synchronously, and asynchronously.

Table 2: Three Models of Learning

Face-to-Face	Distance Learning	Hybrid (focus for today)
<ul style="list-style-type: none">• All students are learning face-to-face in person on campus• All faculty are teaching face-to-face in person on campus• All learning delivered on SAS campuses	<ul style="list-style-type: none">• All students are learning at a distance following the established SAS Distance Learning Plan• All faculty are teaching at a distance following the established SAS Distance Learning Plan• Includes a combination of synchronous face-to-face sessions on Teams and asynchronous work done outside of the Teams sessions	<ul style="list-style-type: none">• Some students are in Shanghai, others are abroad - even students in Shanghai may not be able or opt not to come on campus• Some faculty in Shanghai, some faculty abroad• A combination of teaching and learning in-person on campus, online synchronous, and asynchronous

THE HYBRID MODEL:

Table 3: The Hybrid Model (see below for details)

Hybrid Model		
<p>Consistency Across the School</p> <ul style="list-style-type: none"> • Qualified teachers deliver the core aspect of the program • On-site qualified teachers offer the full range of the Chinese program • Flexible transition schedules to accommodate class sizes, re-entry on school campus, and health and safety constraints • Focus on Social Emotional Wellbeing of students through dedicated time (e.g., Advisory) and Counseling program • Personnel shifting roles as students and faculty return • Possible A/B-day model, with half the time on campus and half the time online at home, depending on context 	<p>Elementary-On-Campus</p> <ul style="list-style-type: none"> • For students and faculty on campus • On-site learning • Teaching assistant(s) supporting the program at all grade-levels • Specialist teachers and teaching assistants offer the specials program • Depth and nature of EAL/Learning Support determined by context 	<p>Elementary-Online</p> <ul style="list-style-type: none"> • For students NOT on campus • Dependent on needs and context • Students and faculty intentionally grouped according to factors such as grade level, and time zone • Online Learning model with synchronous and asynchronous engagements • Mixed cohorts of Puxi and Pudong students and teachers (e.g., Puxi and Pudong students with a Pudong teacher) • Full program offered in all subject areas at all grades
	<p>Middle School-On-Campus</p> <ul style="list-style-type: none"> • For students on campus • Students participate in both on-site and online learning on-campus • Hybrid learning where teacher/students may be in the classroom and/or online, if needed • Depth and nature of EAL/Learning Support determined by context 	<p>Middle School-Online</p> <ul style="list-style-type: none"> • For students NOT on campus • Dependent on needs and context • Online Learning model with synchronous and asynchronous engagements • Students not on-campus intentionally grouped according to factors such as grade level, subject areas and time zone • Full program offered in all subject areas at all grades
	<p>High School-On-Campus/Online</p> <ul style="list-style-type: none"> • Students on campus participate in both on-site and in online learning, in a hybrid model • Students at a distance participate in both on-site classes virtually and in online learning • Hybrid learning where teacher/students may be in the classroom and/or online • Learning Support/EAL in hybrid model where teacher/students may be in the classroom and/or online • College Counseling in hybrid model where counselors/students may be on campus and/or online 	

Consistent across the school:

The Hybrid model (Table 3) includes some elements **consistent across the school**. This model continues to rely on qualified teachers to deliver the core aspects of the program and the full range of the Chinese program. It is implemented through a transition schedule that accommodates class sizes, re-entry on school campus, and the health and safety constraints set by the SEC and CDC. It keeps the social-emotional well-being of students as a focus and continues to support it through dedicated time such as advisory, homebase, or in morning meetings, and through the counseling program. In some cases, personnel may shift roles as students and faculty return to campus.

There is a possibility depending on the context, that an A/B-day model, with half the time on campus and half the time online at home, may be necessary. Although we hope that we are able to have all students on campus full-time, the context may require us to go to an A/B-day model and we will be sure to be ready in case that is the situation.

Elementary School:

In addition to the elements shared above, the Elementary School model includes two separate tracks. The first track is for students and faculty who are on campus. In this on-campus track, students will be learning on-site, teaching assistants will support the program at each grade-level, and the specialist program will be offered by specialist teachers and teaching assistants. In this on-campus track, the depth and nature of our EAL and learning support will be determined by the situation or context.

The other elementary track is the online track. It is for students who are not on campus. This online track will be created depending on the needs and context. In this online track, students and faculty will be intentionally grouped according to factors such as grade level and time zones. Students will participate in an online learning model with synchronous and asynchronous engagements and learning cohorts will include teachers and students from both Pudong and Puxi, meaning that a Pudong teacher may teach students from both the Puxi and Pudong campuses in one class, or vice versa. This will allow us to offer a full program in all subject areas at all grades.

Middle School:

The Middle School model will also include two tracks. The first track will be for students who are on campus. These students will participate both in on-site and online learning while they are on campus. For example, middle school students who are on campus will participate in some in-person learning with a teacher who is also on campus and may have specific classes that are online with a teacher who is not on campus. They will do this while they are supervised and supported on-campus. Like in Elementary School, the depth and nature of EAL and learning support will be determined by the context.

The Middle School online track will be for students who are not on campus. This track will be created depending on the needs in the context. It will involve an online learning model that has synchronous and asynchronous engagements students who are not on campus. Students will be grouped intentionally according to factors such as grade level, subject areas or courses, and time zone. The Middle School will offer a full program in all subject areas and at all grades.

High School

In High School, there will only be one track. This track will both be for students who are on campus and those who are not. Students on-campus will participate in both on-site and online learning, while on campus. Students at a distance will participate in both on-site classes virtually and in online learning. For example, students at a distance will learn from their on-campus teacher as a regular member of the class by attending through Teams, virtually. Learning support and EAL, as well as college counseling, will be in a hybrid model where teachers and students may be in on campus or online.

GOING INTO THE SUMMER WITH CONFIDENCE

SAS is confident that this hybrid model of learning will bring in the best aspects of both its face-to-face and distance learning models to support all students, while facing the realities created by the situation in Shanghai. Student wellbeing and academic success will drive the development of the details of this model.

Through the summer, as more data is gathered and as the situation in Shanghai develops, we will adapt our plans to make sure that we are able to offer a program that supports our commitment to our families. We will also communicate ahead of the back to school, hopefully by end of July, which of the three modes of delivery will be offered on August 22.

Many thanks for your attention and your trust in SAS.

