University City High School
Distance Learning Plan & Expectations
This document is subject to revision

Our **mission** is to keep **BUILD**ing to eliminate barriers to learning for all UCHS students. We will create a place of inclusion that expands the walls of our **BUILD**ing to better meet the needs of underserved students, offer flexible learning options for advanced learners, and improve access to post-secondary options.

Core Values

The UCHS plan upholds eight core values or assets regarding the safe and healthy return of students, staff and families for the 2020-21 school year. This full document explains our school's plan as it pertains to these core values:

- Learning Reimagined at the Center
- Slow, Cautious and Kind
- Woven with Well-Being
- Attuned to Racial Equity
- Built with Options
- Ready to Pivot from Brick to Click or Click to Brick
- Sensitive to staff, parent and community voices
- Based in facts and science

Focused on Learning Reimagined

The plan upholds our three pillars to Humanize, Personalize and Problematize learning with a goal of accelerating the District's vision of Learning Reimagined. As always, the plan strives for modern, rigorous and relevant learning in the spirit of wellness and equity.
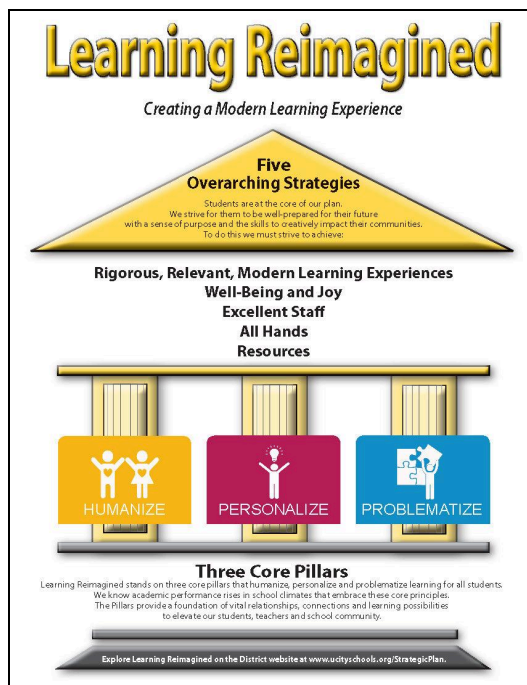
Who am I? (And what do *you* think?)
Adolescence is characterized by a quest for self exploration, all the while being deeply self-conscious of how others are defining that. Kids need role models and safe spaces to explore this question and define it for themselves.

How we learn
Kids learn by referencing prior knowledge, making connections with activities and life experiences. Information must then be transferred from working to long-term memory. Too much at once impedes learning, so students should be trained to think about context and meaning in order to explain, construct and organize content.

Making it stick
Practice is essential to learning new facts, but not all practice is equivalent. Practice should be parsed out over time with varied activities to promote long-term retention. Effective feedback is essential to the acquisition of new knowledge: specific, clear, focused on-task, explanatory and focused. We learn new ideas via examples--alternating concrete examples with abstract representations.

What should kids learn?
The mastery of new content happens in bits; focus should be on students mastering prerequisite skills

Understanding the problem
Dissecting a problem requires both knowledge of the problem and its context, with a deep understanding of the underlying structure. The focus on background information to build context facilitates problem-based learning.

Why are we doing this?
As students are figuring out how they'll interact with the broader world, it becomes particularly important to understand how work in school connects to the real world. Relevance, relevance, relevance!

Equitable access
For all students to have access to the resources and people needed to learn, we need to create spaces for this to happen (like study halls with access to teachers and tech). This is especially true for students with learning differences.

Make it social
For students, peers are paramount. That means we need opportunities for strong, healthy relationships (including healthy social media practices) and collaborative learning.

Student voice + leadership
Student investment is directly tied to engagement and ownership. Students will be empowered to assume responsibility for learning, the learning environment and systems within the school.

Prioritizing Wellness
Having dedicated space for mindful practices, reflection, and quiet can be a powerful centering force for kids and adults alike and creates an outlet to make meaning of emotions.

Parents as bridges
Parents play a supportive role in the school building and play a critical role as a bridge to the outside world--helping students see links between learning and what happens beyond school.

Teachers walk the walk
Teachers will work to support the learning of all students and will meet their holistic needs. Teachers will embed Social Emotional Learning (SEL) and Problem-based Learning (PBL) to help students identify real-world applications of the work, and facilitate learning while being a learner alongside kids.

The model must work for adults too
Dreaming up the best student experience has the risk of leading to an unsustainable adult experience. We aim to enable teachers to thrive as well (ample planning time, PD). Smart scheduling is a critical part of this.

Lean on experts (as needed)
For deep and meaningful learning, students will need access to deep expertise, but teachers don't need to be that for all kids. We can pull in outside expertise, as needed.

Social justice + meaningful work
Projects are vehicles for deeper learning and relevance, but also to make positive change in the world. A deeper focus will be placed on culturally-responsive teaching and the use of diverse texts that will act as windows and mirrors to enrich the learning experience.

Permeable school walls
In the vein of relevance, there's nothing more powerful than taking learning outside of the school walls or bringing the outside world in through the use of outdoor learning spaces, experiential and community-based learning, and virtual field trips.

Table of Contents
Click on the link below and click on the word "bookmark" to go directly to the section.

General Guidelines & Expectations

Guidelines & Expectations for High School Teachers:

Two-way student and parent contacts will be made on a regular basis to establish connections and foster partnerships. **Two-way communication is when one person is the sender and transmits a message to another person, who is the receiver. When the receiver gets the message, a response is sent to acknowledge the received message. ***The goal is to communicate regularly, not just when problems arise or concerns surface. However, more frequent contacts will be made with the parents of students displaying learning deficiencies or any behavioral concerns.

Communication with students and families:
➔ Google Classroom will be used by all teachers as a communication hub for students and parents.
➔ Student and parent contacts will be monitored to ensure we are making efforts to establish meaningful partnerships between school and home. The DLST will access Distance Learning Trackers in order to monitor students' progress to identify those at-risk and in need of greater support. Documentation will be updated multiple times a week, as students make contact.
➔ When a concern arises about students' wellbeing and/or participation in learning activities:
  ◆ 1st step- Teachers will conference with students to ascertain the issue and need. This conference should be documented in SIS.
  ◆ 2nd step- Teachers will contact parents, via telephone, to communicate all concerns regarding students. This communication should be a 2-way interaction and needs to be documented in SIS.
  ◆ 3rd step- Teachers will contact the assigned counselor to communicate any concerning behaviors. After student concerns are communicated, counselors will assign a DLST member to support the students and teachers. Concerning behaviors can be defined as (but are not limited to) any of the following:
    ● Not participating in instructional sessions
    ● Frequent absenteeism
    ● Emotional distress

- ● Struggling to handle tasks and responsibilities
- ● Stress
- ● Frequent and excessive behavioral challenges

  *If a concern regarding student's safety arises, the associated counselor and administrator should be contacted immediately.

➔ Teachers are expected to update the Counseling Communication Log as concerns are presented, and after implementing interventions without displayed growth. Administrators will monitor these logs in order to ensure regular and effective communication regarding student needs and/or concerns.

➔ Teachers are expected to establish weekly, 2-way communication with parents of all students earning a CR/NC, as well as those not engaging in learning sessions.

➔ All staff should respond to parent and student emails within 24 hours, Monday - Thursday. Parent and student emails received on Fridays should receive a response on the next business day.

Teacher Attendance Expectations

➔ Teachers are expected to start teaching, whether in building or at home, per the designated daily schedules.

➔ In the event a teacher is unable to report to work, a lesson will be recorded and placed in Google Classroom. Except in emergency situations or unforeseen absences, all lesson details (per the approved template) and lesson recordings should be posted in Google Classroom the day before the absence. *We will not use substitute teachers due to safety concerns with Covid-19.

➔ Once in-person instruction is safe and approved, students will not be in teachers' classrooms without prior approval and a scheduled conference or course meeting.

➔ Scheduled course meetings will be held M,T,Th,F in person or remotely at the assigned time for the full duration:
- ● 50 or 90 minute course periods

In-person and virtual teachers will:

➔ Follow one of the [Lesson Plan Formats](#) that incorporates:
- ● Lesson objective/goal
- ● Mini-lesson
- ● Collaborative work
- ● Independent work
- ● Formative assessment

➔ Record lesson and upload to Google Classroom prior to the day's instruction.

➔ Provide weekly feedback to parents and students about student progress

➔ Log attendance and grades in SIS

➔ Develop lessons that are aligned with grade level standards and course expectations.

➔ Engage in professional development sessions

➔ Attend weekly PLC, team, and staff meetings

➔ Communicate student needs to the counseling team

➔ Notify administration immediately if experiencing (or observing) any COVID-like symptoms

➔ Complete a daily Covid-19 symptom screening

Teacher Gradebook Expectations

➔ Teachers will input a minimum of 2 assignments per week into SIS, and will update gradebooks on a weekly basis in order to ensure effective and timely communication regarding students' engagement in learning tasks and work completion.

➔ Teachers will not assign a zero in the gradebook for the following reasons:
  ◆ Missing Work
  ◆ Incomplete Assignment
  ◆ Late Work
  ◆ Absent

However, students are expected to complete all missing work within **a week** of the assignment, except in emergency situations (*Honor, AP, and Dual Credit courses will have different standards; refer to teacher syllabus for details). In the event of emergency situations, special arrangements will be made with teachers and counselors to accommodate student needs. *If, after the set deadline and ample time to complete missing work, students do not submit work, a teacher can input a zero into the SIS gradebook.

➔ Teachers will administer at least one formative assessment for each learning target, and will document students' proficiency in SIS.

➔ Teachers will use a minimum of one summative assessment, per quarter, with students displaying mastery on included learning targets prior to any summative assessment. *This does not mean that teachers have to teach a specific learning target in isolation until 100% mastery is achieved. Instead, teachers should spiral through learning targets to ensure all students have the opportunity to master the content.

HIGH SCHOOL GRADING DURING COVID-19

The following guidelines are to be followed by all UCHS teachers and should not be amended:
- If a teacher is not hearing from a student (no work, no responses, no participation):
  - Teacher reaches out to problem solve
  - If no resolution, counselor reaches out to problem solve
  - If still no resolution after that, principal reaches out to problem solve;
- If there is a legitimate obstacle (device access, trauma, internet issues, COVID-19 sickness, other life events), then we don't hold that against a student;
- If there is no legitimate obstacle, then a student's grade will be adversely impacted by non-completion of assignments;
- Teachers are **expected** to submit at least two assignments to the gradebook each week;
- Teachers are **expected** to grade assignments based on effort, participation, and accuracy. Teachers should prioritize giving feedback to promote accuracy;
- No grade of D or F will be reported on students' permanent record; CR or NC will replace these grades;
- Gradebooks and grading practices will be monitored by instructional coaches and administrators.

Grading Scale:

Grading Scale	Grade Equivalent for SY 20-21
90 -100	A
80 - 89	B
70 - 79	C
60 - 69	CR*
Below 60	NC*

*CR= Credit, *NC= No credit

UAB Calendar

2020-2021 SDUC Assessment Calendar

Guidelines & Expectations for High School Parents:

- Parents are needed to make this learning plan a success!
- Parents are expected to support student learning by:
  - Connecting with teachers to communicate any needs and/or concerns
  - Ensure that students are attending class on a daily basis and are participating in instructional activities
  - Ensure that students have necessary resources to complete all assignments. If materials/resources are needed, please contact school personnel for assistance.
  - Be aware of classroom assignments and monitor their completion.
  - Assist students in accessing educational resources and platforms to assist their learning needs (a list of online resources and apps are in the Technology & Online Resources section below).
  - Review expectations with students regarding the responsible use of technological platforms to ensure proper use and that appropriate etiquette is followed
  - Talk to students about their work and assist them in developing a daily work schedule

Guidelines & Expectations for High School Students:

- Students are expected to attend scheduled classes on a daily basis.
- Students are expected to check emails and Google Classroom pages on a daily basis, and should maintain weekly contact and communication with teachers.
- Students will be assigned a variety of activities (whether in building or in distance learning), and are expected to participate in all learning activities, as directed by teachers.
- If a student has a specific question or need regarding an assignment/content, an email should be sent directly to that teacher. Students can expect to hear a response within 24 hours Monday - Thursday.
- If a student is in need of individual or small-group instruction, a student can schedule a conference with a teacher by accessing the distance learning schedule.
- In addition to questions via email, students can receive support via online office hours. A schedule for open office hours can be found by accessing the distance learning schedule. *Open office hours are available to any student, regardless of which teacher the student has in class.
- Students are expected to uphold the District's Responsible Digital Citizen Guidelines

Schedule and Office Hours:

We are here to provide instructional guidance to meet students' educational needs. Students are not limited to assigned classroom instructors and can access help from any UCHS teacher in order to ensure all questions and concerns are adequately addressed in a timely manner.

In the calendar below, you will find a schedule of each teacher's availability. There are four types of availabilities listed for each teacher between the hours of 8:00am and 3:00pm:

1. **Course meeting** - teachers have a block of time dedicated to specific students from one of their courses. Only students of that teacher's course should be attending the call at that time.
2. **Open office** - this means that any student, from any course and teacher, may get help in that content area. Students have immediate access to help, via whatever platform selected by the teacher.
3. **Scheduled conferences** - this is a time for students to get one on one help with that teacher. To sign up for a slot, click on the link and sign up for a preferred time slot. *Students will need to specify if the conference request is for an in-person or online meeting.
4. **Offline** (email only) - this is teacher work/development time; the teacher is unavailable to students but can be reached via email (expect response within 24 hours Monday - Thursday).

Students are required to attend all course meetings. Attendance will be tracked, and frequent absences will result in progressive discipline, per the UCHS Behavior Guidelines. If students miss a course meeting, a recording of the session will be available in Google Classroom. Teachers are available for open office hours and individual conferences. These schedules will be updated and posted weekly. A schedule of available times to connect with teachers will be provided and updated by 3pm each Friday, for the upcoming week.

Please click on the link to access the schedule:

[Click here for the teacher availability schedule.](#)

Technology & Online Resources
Where to Find Support

Online Textbooks	- Access Classlink with this URL: http://bit.ly/ucityclasslink - Link to Classlink Tutorial (bit.ly/howtoclasslink) - https://www.scribd.com/readfree?utm_source=readfree - https://openstax.org/
Khan Academy	https://www.khanacademy.org/
Math Links	ALEKS - All Algebra 1, Geometry, and Algebra 2 students have an ALEKS account at www.aleks.com - If students need their username or password, email their Math teacher - A user guide for ALEKS can be found here MathLab - All Intermediate Algebra and Pre AP Calculus students have MyLab Math account at https://www.mathxl.com/home_mmls.htm - After the initial set up of the account, the student will need to contact Pearson Support to recover access to the account Online Calculator - https://www.desmos.com/ - Desmos support topics can be found here
ELA/SS links	commonlit.org newsela.com nytimes.com/learningnetwork noredink.com Purdue Owl's Writing Lab
Tech to assist Parents and Students	Parent's guide to Google Classroom Google Classroom Help Google Hangouts Tutorial (for staff and students) Hosting a Zoom Meeting and Screen-sharing Zoom Task Cards

Systems of Support:	
Teachers-	First line of support for learners & families
Counseling Team-	Second line of support for learners & families
DLST Team-	Third line of support for learners & families
Restorative Team-	Fourth line of support for learners & families
Administrators-	Fifth line of support for learners & families
Care Team-	Sixth line of support for learners & families

*Please note that this plan is subject to frequent revision, based on feedback.

Distance Learning Support Team (DLST):

Purpose: The Distance Learning Support Team (DLST) has been assembled to create an extra layer of support for UCHS students to meet their Social Emotional and diverse learning needs, throughout the school year.

Process: The DLST **(see Fig-1 below)** will consist of 6 teams. Each team member's role is detailed in the chart below. The teams will meet weekly to provide updates about students in need of support. All updated information will be synthesized and reported to the building principal to be shared with the Superintendent.

There is also a 3-Group Intervention Pyramid **(see Fig-2 below)** that will guide the work of the support teams. This information is captured in the Student Participation Table **(see Fig-3 below)**.

FIGURE-1 DLST TEAM ASSIGNMENTS & ROLES

Social Emotional & Restorative Supports (A-Z)		
Christine Woodward	Social Worker	Connecting students and families with community resources/Socio-emotional Support students and staff
Camilla Williams	Lutheran Family and Children's Services of Missouri Therapist	Connecting students and families with community resources/Socio-emotional Support students and staff
Bella Quintal	School Counselor Secretary	Connecting students and families with community resources/Socio-emotional Support students and staff
Luther Baker	Man of Valor	Connecting students and families with community resources/Socio-emotional Support students and staff
Kelvin Lee	Restorative Practices Specialist /Varsity Boys Basketball Coach	Connecting students and families with community resources/Socio-emotional Support students and staff
A-G		
Kimberly Merrill	Counseling Department Manager	Serve as primary contact and team lead for students/families on caseload who have not engaged with staff during transition period
Nancy Burstein	Attendance Secretary	Following up with students/families who haven't engaged via phone/text/email/Update A-G caseload information on spreadsheet as needed
Linda Pritchard	A+ Coordinator	Following up with students/families who haven't engaged via phone/text/email/Update A-G caseload information on spreadsheet as needed
H-O		
Melvin Bond	Counselor	Serve as primary contact and team lead for students/families on caseload who have not engaged with staff during transition period
Robyn Murry	Registrar	Following up with students/families who haven't engaged via phone/text/emailUpdate H-O caseload information on spreadsheet as needed
Jaki Cooke	Main Office Receptionist	Following up with students/families who haven't engaged via phone/text/email/Update H-O caseload information on spreadsheet as needed
Ericka Harris	Librarian	Following up with students/families who haven't engaged via phone/text/email/Update H-O caseload information on spreadsheet as needed
P-Z		
April Money	Counselor	Serve as primary contact and team lead for students/families on caseload who have not engaged with staff during transition period.
Stephanie Cunnigham	Secretary	Following up with students/families who haven't engaged via phone/text/email/Update P-Z caseload information on spreadsheet as needed
Britini Ward	Principal's Secretary	Following up with students/families who haven't engaged via phone/text/email/Update P-Z caseload information on spreadsheet as needed
Marion Reed	E2020 Classroom Facilitator	Following up with students/families who haven't engaged via phone/text/email/Update P-Z caseload information on spreadsheet as needed
Early College/Honors Academy		
Katy-Jane Johnson	Early College/Dual Credit Counselor	Serve as primary contact and support for Early College/Honor students
Dr. Samuel Martin	Dean of Students	Serve as primary administrator and support for Early College/Honor students

Brea Hieke	AP/Honor Program Coordinator	
Athletics		
Ashley Jenkins	Athletic Office Support	Serve as primary contact and support for all student athletes
Matt Brooks	Athletic Director	Weekly check-ins with coaches
Arniel Brooks	Facility Assistant	Following up with students/families who haven't engaged via phone/text/email (A-G)
Bishop Baker	Community Partner	Following up with students/families who haven't engaged via phone/text/email (H-O)
Richard Matthews	Facility Assistant	Following up with students/families who haven't engaged via phone/text/email (P-Z)
SSD		
Stefanie Hudson	SSD Building Director	Serve as primary contact and support for all student with an Individualized Education Plan
Te'Ara Barnum		Following up with students/families who haven't engaged via phone/text/email (A-Z)
Shirley Long		Following up with students/families who haven't engaged via phone/text/email (A-G)
Sheron Franklin		Following up with students/families who haven't engaged via phone/text/email (H-O)
Awry Henderson		Following up with students/families who haven't engaged via phone/text/email (P-Z))

UCHS Blended Learning Model- based on 3-Group Intervention Model

Group Supports:
Incoming ninth graders and Group 3 students will be prioritized for extra support during the first quarter of instruction, as all student assessments are completed. Following completion of Galileo, RI, and Aleks, all students will be placed into the appropriate Tiered support.

2020-2021 UCHS Instructional Plan
UCHS staff and administrators have been hard at work redesigning our Fall 2020 course offerings in order to create an optimal learning experience for our students. To that end, we have created instructional options to provide high quality, student-centered, and interactive teaching and learning environments.

Redesigning our course offerings in this way will allow for a distance learning option to reduce the number of students in the school building when it is safe for us to welcome students back. Once safe, our 2020-2021 learning plan will focus on a Hybrid-Blended Model that will offer in-person and online learning options for all students.

Option 1: "Click Academy"- Fully virtual through the Launch educational platform.
　　　　*Note that Launch courses are scheduled by semester and do not offer access to UCHS teachers or Distance Learning Centers.

Option 2: "Hybrid-Blended Model"- Freshmen and Group 3 students will engage in in-person Instruction, 5-days a week. Students not scheduled for in-person instruction, will be scheduled for the School-based Distance Learning Model. These students will engage in online, face-to-face instruction, and will have access to in-person contact with school instructors and staff through Distance Learning Centers (DLCs) where students can come to the high school to complete online work in monitored, safe and distanced spaces with appropriate technology. Students can also schedule in-person conferences with instructors, as needed.
　　　　*Some courses will be offered via the Launch and Arizona State University online platforms.

We will re-evaluate this plan after the first quarter in order to decide if it is safe to allow students

<u>access to in-person instruction. This decision will be based on the science, research, and guidance from the CDC and St. Louis County Health Department, and the positive infection rate. Decreases in the infection rate could prompt the shift to our Hybrid-Blended Learning Model. All schedule changes will be communicated in a timely manner as to best support parents' and guardians' planning decisions.</u> Our goal is to ensure the health and well-being of the entire UCHS community, and believe that offering a blend of instructional modalities will benefit student learning by expanding ways of engaging in course work so that we all can be safe while learning together.

Learning structures

Course Meeting:
In course meetings, students will attend face-to-face (F2F) class sessions (online or in-person) in a classroom that can seat all enrolled students while observing social distancing. If in-person, all students and instructors will be required to wear face masks and classroom furniture will be arranged to keep a minimum of 6 feet between all people. The instructor will make arrangements with individual students when accommodations are needed. **Students are expected to attend all course meetings at the scheduled times, unless in emergency situations. In the event of missed course meetings, students are expected to contact instructors to make arrangements to acquire missed content and to make up missed work. Missed work should be completed within a week of the assigned date, unless special arrangements are made with the instructor.**

Student-Directed Learning:
Student-directed learning allows students to select and participate in approved learning activities, with no specified due dates; however, there are no requirements for specific meeting times, unless a student schedules a conference with a teacher. There is no face-to-face (F2F) component, unless students arrange meetings with peers or teachers. Although there is no real-time interaction, there are opportunities for students to engage with one another and with the instructor, such as through an online discussion forum and/or online office hours. Self-directed learning, enrichment and exploration within the community. Students can select activities from an approved list of learning opportunities and must provide documentation of the learning experiences to share and display their learning. Selected activities should align with the unit of study and are expected to be incorporated into their project designs.

Students will be placed into Academies based upon:
- Engagement during 19-20 Q4 Distance Learning
- 19-20 Galileo scores
- Reading Inventory Lexile Level
- Aleks Knowledge Check
- SY 19-20 grades
- Counselor, Teacher, Admin feedback and observation

Learning Schedules:

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LION ACADEMY
Approximately 250 students
(Freshmen & Group 3)
If building must close, our plan is for all Freshmen and Group 3 students to participate in online course meetings for 5 days a week of asynchronous and synchronous learning. Once the building opens, we will move to a Blended Learning Model with all in-person course meetings (DLC option available as well in the blended learning model). Regardless of us being in distance learning or in the Blended Learning Model, the schedule will remain the same.

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Students who did not demonstrate success in previous distance learning model, and students who did not engage; those displaying the need for SEL supports & Incoming Freshmen

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Monday	Tuesday	Wednesday *PD & Intervention Day	Thursday	Friday
U Day **1st period** 7:55-8:50 am Electives **2nd period** 8:55-9:45 am Electives **3rd period** 9:50-10:40 am Math, Science **4th period** 10:45 am-11:35 am ELA, SS Lunch Break 11:35 am-12:05 pm **5th period** 12:10 am -1:00 pm ELA, SS **6th period** 1:05 -1:55 pm Math, Science **7th period** 2:00-2:50 pm Electives	**U Day** **1st period** 7:55-8:50 am Electives **2nd period** 8:55-9:45 am Electives **3rd period** 9:50-10:40 am Math, Science **4th period** 10:45 am-11:35 am ELA, SS Lunch Break 11:35 am-12:05 pm **5th period** 12:10 am -1:00 pm ELA, SS **6th period** 1:05 -1:55 pm Math, Science **7th period** 2:00-2:50 pm Electives	**Morning Session Academic Support (Led by Ericka Harris and SSD Team- 15 teachers)** -Study Hall Session -Content-specific Small Group Sessions (via Zoom Breakout Rooms) -Individual Conferences **&** **Lion Time (Led by Counseling Team & Wyman) 7:55-11:30 am** Lunch Break 11:30 am-12 pm **Afternoon Session Academic Support (Led by Ericka Harris and SSD Team- 15 teachers)** -Study Hall Session -Content-specific Small Group Sessions (via Zoom Breakout Rooms) -Individual Conferences **&** **Lion Time (Led by Counseling Team & Wyman) 12-2:50 pm**	**A Day** **1st Period** 7:55-9:32 am Electives **3rd Period** 9:37-11:08 am Math, Science **5th Period** 11:13-12:43 pm Math, Science Lunch Break 12:43-1:13 pm **7th Period** 1:18-2:50 pm Electives *2:55- 4 pm Tutoring offered via Scheduled Conferences/Open Office Hours	**B Day** **2nd Period** 7:55-9:32 am Electives **4th Period** 9:37-11:08 am ELA, SS **6th Period** 11:13-12:43 pm ELA, SS Lunch Break 12:43-1:13 pm **8th Period** 1:18-2:50 pm **Restorative Time (cross-curricular cohorts) (SEL work w/ Restorative Justice Team and Wyman)** *2:55- 4 pm Tutoring offered via Scheduled Conferences/Open Office Hours

GOLD ACADEMY
Approximately 340 students
(Group 2)
Our plan is for all Group 2 students to participate in online course meetings 4 days a week, with one day of student-directed learning.
*All virtual with access to in-person meetings with teachers via scheduled conferences (DLC option available as well in the blended learning model). Regardless of us being in distance learning or in the Blended Learning Model, the schedule will remain the same.

Students who partially engaged in the previous distance learning model, but did not completely master content; students who struggled to submit assignments by deadlines. Students who reported the need for SEL support & Freshmen displaying mastery, effective time management skills, engaging with SEL/Lion Academy support teams (after Q1)

Monday	Tuesday	Wednesday *PD Day	Thursday	Friday
U Day **1st period** 7:55-8:50 am Electives **2nd period** 8:55-9:45 am Electives **3rd period** 9:50-10:40 am Math, Science **4th period** 10:45 am-11:35 am ELA, SS **Lunch Break** 11:35 am-12:05 pm **5th period** 12:10 am -1:00 pm ELA, SS **6th period** 1:05 -1:55 pm Math, Science **7th period** 2:00-2:50 pm Electives	**U Day** **1st period** 7:55-8:50 am Electives **2nd period** 8:55-9:45 am Electives **3rd period** 9:50-10:40 am Math, Science **4th period** 10:45 am-11:35 am ELA, SS **Lunch Break** 11:35 am-12:05 pm **5th period** 12:10 am -1:00 pm ELA, SS **6th period** 1:05 -1:55 pm Math, Science **7th period** 2:00-2:50 pm Electives	**Student-directed learning** Students can select activities from an approved list of learning opportunities and must provide documentation of the learning experiences. Selected activities should align with the unit of study and are expected to be Incorporated into their project designs.	**A Day** **1st Period** 7:55-9:32 am Electives **3rd Period** 9:37-11:08 am Math, Science **5th Period** 11:13-12:43 pm Math, Science **Lunch Break** 12:43-1:13 pm **7th Period** 1:18-2:50 pm Electives *2:55- 4 pm Tutoring offered via Scheduled Conferences/Open Office Hours	**B Day** **2nd Period** 7:55-9:32 am Electives **4th Period** 9:37-11:08 am ELA, SS **6th Period** 11:13-12:43 pm ELA, SS **Lunch Break** 12:43-1:13 pm **8th Period** 1:18-2:50 pm **Restorative Time (cross-curricular cohorts)** (SEL work w/ Restorative Justice Team and Wyman) *2:55- 4 pm Tutoring offered via Scheduled Conferences/Open Office Hours

BLACK ACADEMY
Approximately 200 students
(Group 1 students)
Our plan is for all Group 1 students to participate in online course meetings 2 days a week, with three days of student-directed learning structured around problem-based learning.
*All online with access to in-person meetings with teachers via scheduled conferences (DLC option available as well). Regardless of us being in distance learning or in the Blended Learning Model, the schedule will remain the same.

Students who found success in previous distance learning model; submitted assignments by deadlines; displayed success and mastery of content (may still display or report need for SEL support)

Monday	Tuesday	Wednesday *designated for teacher development	Thursday	Friday
U Day **1st period** 7:55-8:50 am Electives **2nd period** 8:55-9:45 am Electives **3rd period** 9:50-10:40 am Math, Science **4th period** 10:45 am-11:35 am ELA, SS **Lunch Break** 11:35 am-12:05 pm **5th period** 12:10 am -1:00 pm ELA, SS **6th period** 1:05 -1:55 pm Math, Science **7th period** 2:00-2:50 pm Electives	**U Day** **1st period** 7:55-8:50 am Electives **2nd period** 8:55-9:45 am Electives **3rd period** 9:50-10:40 am Math, Science **4th period** 10:45 am-11:35 am ELA, SS **Lunch Break** 11:35 am-12:05 pm **5th period** 12:10 am -1:00 pm ELA, SS **6th period** 1:05 -1:55 pm Math, Science **7th period** 2:00-2:50 pm Electives	**PBL Work Student-directed learning** Students can select activities from an approved list of learning opportunities and must provide documentation of the learning experiences. Selected activities should align with the unit of study and are expected to be incorporated into their project designs.	**Team/PLC meetings (Department)** 8-9 am **PBL Work Student-directed learning** Students can select activities from an approved list of learning opportunities and must provide documentation of the learning experiences. Selected activities should align with the unit of study and are expected to be incorporated into their project designs. *2:55- 4 pm Tutoring offered via Scheduled Conferences/Open Office Hours	**Team/PLC meetings (Department)** 8-9 am **PBL Work Student-directed learning** Students can select activities from an approved list of learning opportunities and must provide documentation of the learning experiences. elected activities should align with the unit of study and are expected to be incorporated into their project designs. *2:55- 4 pm Tutoring offered via Scheduled Conferences/Open Office Hours

Social-Emotional Learning Time - This work will be led by the Restorative Team and Wyman. It will focus on building emotional intelligence and community by helping children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Academic Intervention Time - This work will be led by the SSD team. It will focus on moving kids towards mastery in content skills where they display a need for remediation. These groups and interventions will be flexible and created based on formative and summative assessment data. Co-teachers will develop small-group interventions to support students' learning needs and to improve grades; lessons will be derived from the unit and lesson plans, and will address individual student learning needs, as identified through formative and summative assessments.

Lion Academy Intervention Time - This work will be led by the Counseling team, and will focus on helping students develop executive functioning skills, an umbrella term in neuroscience to describe the processes involving mental control and self-regulation. Executive functions control and regulate cognitive and social behaviors like:
- **controlling impulses**
- **paying attention**
- **remembering information**
- **planning and organizing time and materials**
- **responding appropriately to social situations and stressful situations.**

Experts believe executive function is regulated by the frontal lobe of the brain—the prefrontal cortex. Because humans are born with brains that are not fully developed, children are not born with these skills, but they have the potential to develop them. Some students do not develop executive functions to the same degree as their peers. For these students with deficits, additional support in the classroom may improve their development of executive function.

Project and Problem-Based Learning

Group 1 students who successfully navigated last quarter's distance learning platform will be enrolled in a PBL project facilitated by an interdisciplinary team of PBL trained coaches/teachers, with time allotted Wednesday's through Fridays for students to work on the PBL content, from home. All PBLs will be showcased at the end of semester, online or in-person. We will use the Buck Institute's curricular resources to structure this learning.

Course grades will track academic progress by learning standards, and will include project and problem-based learning to display understanding of content through performance-based assessment. This will be an integral part of students' learning that will be integrated with their core subjects, not an aside. Students will be graded on specific learning standards--each articulated with a description of the knowledge and skills students are expected to acquire. Students observed as struggling to meet expected learning standards after the second week of the unit (based on formative assessments) will be assigned an advisor, receive additional instructional help, practice time, and academic support to ensure success. The goal is for all students to meet high standards and to achieve proficiency. By the end of the year, students will present a performance portfolio to explain their growth processes, prove mastery of core skills and standards. School personnel, key stakeholders, and members of students' "Dream Team"--people identified by students as allies, supporters, friends, family--will be present for public sharing events for project work products. The portfolios will be assessed using proficiency-based approaches and rubrics that focus on displayed mastery of the content and learning goals.

Benefits of Proficiency-based learning:
- ensures that more students will learn the intended content;
- greatly improves the chances that students will learn the most important knowledge, concepts, and skills needed throughout life;
- can help to eliminate learning, achievement, and opportunity gaps--it's more equitable;
- all students are held to meeting high standards, while individual needs are met;
- students will not earn credits without mastering the content standards;
- educators are provided more detailed information about student progress, concepts and skills not mastered;
- educators are better equipped to identify academic strengths and areas of growth;
- parents are better informed of what specific knowledge and skills students have/haven't mastered.

PBL Themes aligned with Teaching Tolerance Social Justice standards:

Project A: **The 1619 Project**

Project B: **The 1857 Project**

Project C: **"Climate Change across the Curricula"**

What we are trying to achieve
The Climate Across the Curriculum Project aims to provide a holistic, interdisciplinary, and equitable approach to climate change education for secondary schools. As the implications of climate change are multifaceted, climate education and subsequent careers require students to draw on and exercise skills from numerous perspectives and disciplines. The objective of this project is for students to use this interdisciplinary approach to develop a broad and encompassing understanding of climate change and its local impacts. To envision themselves as agents of change and pursue creative opportunities for climate change mitigation, adaptation, and resilience.

Partnership Objectives
Washington University in St. Louis would like to work with UCHS to develop this PBL curriculum in partnership with U City teachers.
We aim to:
1) Develop a resource guide that can be used in its entirety or pulled from to enhance the existing curriculum in schools.
2) Develop modules that connect the content to and across various disciplines.
3) Provide opportunities for students to work with university and community partners as collaborators, citizen scientists, and advocates.
4) Build a framework that can be available and replicated through other university-high school partnerships across the Midwest.
5) Provide an annual opportunity to support interdisciplinary teams of educators implementing the Climate Across the Curricula Project in schools across St. Louis.

Focus on Student Experience: Problem/Project-based Learning Groups

Problem/Project-based Learning Groups (PLGs) are set for 6 week courses that span an entire unit of study. Students will remain with PLGs in differentiated groups with students of mixed abilities.

Focus aims:	Assessment:	Curriculum + Pedagogy:
What learner is this designed to grow? Are there other outcomes you will develop here?	How will you measure success, including formative and summative assessment?	What curriculum or tools will you leverage?
Creative Problem solvers + *Core content knowledge*	Portfolio assessments measured with an "inquiry rubric" that breaks down key skills of Creative Problem Solvers. Periodic content quizzes on content knowledge	TBD-- likely team created units and curriculum (to ensure relevance to students and modern topics), but will do landscape analysis for inquiry based curriculum and resources that can be leveraged

Illustrative Experience: Describe the experience using a sample unit plan or lesson plan/agenda format. Include enough detail that a teacher could use to start planning a high quality version of this experience. It should honor the prioritized insights, represent your understanding of how principles of learning science are showing up, and illustrate your point of view on what rigorous learning would look like in this context:

Phase	Interaction Week 1-2	Clarification Week 3	Questioning Week 4-5	Design Week 6
Purpose	Dive into engaging, relevant, and credible media forms to identify a "need" or opportunity for inquiry	Summarizing, paraphrasing, and categorizing learning with teacher or expert support.	Asking questions to drive continued, self-directed inquiry	Designing an accessible, relevant, and curiosity-driven action or product to culminate and justify inquiry
Tone	Open minded, curious, unburdened, playful	Slightly more focused, reflective, independent, measured.	Discerning, confident, interdependent, productive	Creative, efficient, enthusiastic
Activities	Exploring pre-made playlists Independent research on the topic and student sharing/presentations Quick-check content quizzes? (maybe made by students?) *<Mostly independent, but sharing with other students>*	Question-finding activities and structures and supports--help identifying a strong question to go deeper into Question critique: Peers + teacher help to strengthen the question (ie is it answerable? Does it require real research? Is it beyond a simple fact? Will it lend	Deep research on intended topic. Practice research and synthesis skills. Students plan personal field trips and learning (ie bring in experts from the community) Regular share-outs of new learnings and questions (progress checks).	Building Project: Define form of presentation and build alone or with team. Regular feedback and revisions. Writing Summary: What have you learned, what is your point of view, how did that shift? Reflection: - What skills did I depend on?

		itself to developing the dispositions? Students organize into personal or groups. *<Mostly working with others to refine, synthesize questions/knowledge>*	Frequent teacher feedback. *<More collaborative within groups>*	- What do I now understand more deeply, and how do I know? - If I had more time or resources, what else could I have done? <choice point on group or individual project→ all individual writing>

Equity check: What proactive systems and practices will be in place to ensure all students succeed? How will you honor/acknowledge students' identities?
- Student generated topics to ensure relevance to community and different identities
- Ensuring part of the process is to explore issues from multiple perspectives
- Quick check-points to ensure students are progressing
- Mini-workshops for targeted skills for students struggling to be self-directive.
- Team-model with interdisciplinary teacher team

Other system elements: Are there any implications this experience has on…
- Physical Space: Small, online break out spaces for kids to work in groups.
- Technology needs: 1:1 computers for students to do research. A google drive system to begin where students can access guidance.
- Budget: TBD
- Partnerships: Washington University, Pulitzer Center, COCA
  *Maybe ID a community partner (org or company) that matches each project

Distance Learning Centers (DLC) <mark>for Blended Learning Model</mark>

Socially distanced work stations will be available daily for students needing a quiet, workplace or consistent wifi. Students will be able to "sign up" for a specific spot via an online link, and will be allowed to stay at the DLC for up to 4 hours to complete work. Transportation must be provided by parent/guardian. DLC students may not arrive until 9am and must enter through the front of the building, separate from other students.

DLCs will be provided in our larger building spaces (e.g. gymnasiums, cafeteria, auditorium, library) where students in grades 10-12 can access safe, quiet, and supervised workspace. Students will use these centers to complete assignments and participate in virtual classes via their chromebooks. The Distance Learning Centers will adhere to all social distancing requirements. This arrangement will provide students with an on-campus learning experience--even if participating in online learning. The DLC's will be operated under the supervision of support staff and will be content-specific:
- Independent Study Lab (quiet at all time)
- Group Study Lab
- Writing Lab
- Math Lab
- Science Lab.

If students request additional support, they can make arrangements to receive 1:1 tutoring from teachers or small group instruction (at the discretion of teaching staff). Once scheduled, students will be escorted to classrooms under the strict supervision of a staff member. DLC access will be available M, T, Th, and F of any week.

Safety Precautions

[District COVID-19 Screening](#)

Blended Learning Model

Shared Objects
- Discourage sharing of items that are difficult to clean or disinfect.
- Keep each student belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to eliminate sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use.
- No sharing of electronic devices, toys, books, and other games or learning aids.
    - Precalculus and Calculus students will be assigned a calculator
    - Students in all other math courses will use an online [Desmos Calculator](#)
    - Online labs and individual student learning kits will be used

Brick Instruction
- Class sizes will be determined based on appropriate spacing per social distancing guidelines
- Staff and student movement will be restricted and limited to certain rooms and areas of the building for contact tracing purposes
- Library and book check-out will be moved to an online request system
- Building entry and exit points will be designated to direct the flow of traffic and to prevent crowding
- Stairwells will be designated for upward or downward movement to direct the flow of traffic and to prevent crowding
- Lunch will be delivered to students to pick up and eat in classroom or outdoors (weather permitting)
- Classroom doors and windows will remain open as much as possible, weather permitting
- Facility Assistants (FAs) will escort students from and to learning labs
- Staff and students will be assigned certain bathrooms and stairwells to access; they will be regularly sanitized throughout the day; classrooms will be sanitized daily and in between sessions
- Wednesdays will be designated for the deep cleaning of classrooms
- Lockers will not be utilized, students will keep limited, necessary materials with them for personal use only
- Home learning kits will be provided, per quarter, with necessary materials to support student learning. Students are not encouraged to transport materials from school to home, and vice versa

Distance Learning Model

- Staff members are required to go online to answer some daily screener questions before physically reporting to University City High School
- Staff members are required to wear masks once they exit their vehicles. Masks are to be worn at all times while traveling throughout the premises.
  (Masks may be removed when staff are alone in their classroom)
- **All staff will enter the building through the Balson Ave. entrance**
  - o Staff will display their UCHS identification badge to be scanned for contact tracing purposes
  - o Staff without a UCHS identification badge will be required to sign in
- Staff will then report to their classrooms
- Please refrain from traveling to other classrooms. Call other staff members by phone or contact the office by P.A. System or phone for assistance
- Copier machines are being installed on each floor to assist with social distancing guidelines. (Staff will be assigned to a copy/workroom, Only one person in the copy room at a time)
- The main office will no longer be accessible to staff. Please call the office secretaries prior to reporting to their offices to eliminate unproductive traveling and crowding. A table will be set up outside of the offices to address all staff concerns, when available. (Do not enter the office area)
- A desk will be stationed outside of each classroom door. This will be utilized for deliveries, mail, etc. If you have items to be delivered to the office, call the office and the items will be picked up from the desk outside your room and delivered for you
- Staff members are required to exit the building through the Balson Ave. doors. This will also be recorded for contact tracing purposes. If staff leaves the building and returns to the building during the same workday, each time will be recorded accordingly
- Staff members that choose to work remotely are required to make an appointment anytime they would like to come to the building. Simply contact Ms. Ward so that the requests can be approved and added to the calendar. This is necessary for contact tracing purposes.
- No staff are allowed in the building after hours or on the weekend without obtaining approval in advance. It is important that we provide the custodial staff adequate time to clean and disinfect the building accordingly
- Additional changes will be shared with staff as needed to ensure the safety of all