Cohesive plan for continuous learning: Asynchronous / Virtual

As some of the GSST Faculty are currently having students who are absent for a long period of time, and as we look ahead to the Early Release dates scheduled for NHREC and/or the home schools in our region, GSST faculty will employ a cohesive plan for continuous learning for all our students.

The GSST plan will be to offer <u>asynchronous work for the PM class students on Early Release (ER) days</u>. It will be important that the assignments/video-viewing/etc. that are assigned are as similar as possible to the in-class learning taking place for the AM students. This work will be intentionally asynchronous, as students may be released at differing times from their various home schools, may be in-transit to their homes for differing times, or otherwise not be reasonably expected to be at home in front of a computer all at one time to participate in a synchronous (live) session.

Considering the <u>long-term absences of individual students</u>, such as surgeries and recoveries, long term illnesses, etc., with parent excuse, it is imperative that we <u>provide an equitable learning experience, with consideration for the students' emotional and physical abilities to participate in learning</u>. Thus, it is important that teachers tailor their approaches to the situation. Students may or may not be able to participate in a live session, may or may not even have access to the internet, may or may not be physically able to participate in learning. For example, a student recovering in a behavioral unit cannot have electronic devices, and a student post-surgery may be hospitalized and on medications, both of which prevent access to learning activities.

The assignments in all these cases may be quite diverse, and include reading assignments, viewing videos and simulations of experiments, problem sets, hands-on activities that the student can do away from the classroom. As the work in the classroom progresses even while the student is attempting to make-up work, it will be imperative to be supportive and to help streamline the learning activities to maximize the learning potential while minimizing the student getting further behind.

We will also continue to employ our plan for attendance when students are working virtually - that is to mark students as "Present" when they are actively engaged in the course virtually, as indicated by timely submission of assignments, participation in discussion boards, etc. Please refer to the shared document: <u>Attendance Meaningful Interactions</u>.