Our Priorities
The landscape of our current work has changed, but Bosque School’s commitment to our guiding principles of Scholarship, Community, and Integrity has not. These three pillars provide a consistent framework for our teaching, learning, and community engagement, even if “social distancing” has necessitated developing new platforms and tools for our interactions. In all aspects of our planning for an extended school closure, we are centering these values. In particular, it is critical for us to maintain a meaningful connection between our students, families, and staffulty during this challenging time. We’re equipped to offer a powerful sense of community and the experience of being seen and supported -- something not available in many online learning experiences.

Acknowledgement of the Challenge
We collectively acknowledge the challenge of shifting from a highly-experiential, embodied learning environment to a remote platform. It is a steep learning curve for everyone -- staffulty, students, and families. We will not do it perfectly, but we commit to wholehearted presence, engagement, and the development of new skills and practices. We are simultaneously aware that there are only six and a half weeks of instruction after Spring Break; to that end, we want the majority of our energy to go into providing meaningful learning and connection.

Moreover, feedback from students, parents, and staffulty shows that we are all subject to uncommon levels of stress at this time, and our instructional model will need to adjust accordingly. Even relatively simple assignments in each class can snowball into a workload that requires many students to spend several hours a day on their computers, attempting to complete them alongside parents who are also working to balance child care and ‘homeschooling,’ with professional obligations. Going forward, our instructional model will be sensitive to this new reality. As our teachers are also experiencing similar challenges as professionals, family members, and individuals, we know that they are well-positioned to understand and support our students in this time.

Core Expectations:
1. Teachers
   By 9:00am each Monday, students should receive communication from all of their teachers, by school email or Google Classroom, regarding the learning plan for the week in each class. We recognize that the change in learning formats also necessitates simplifying assignments to focus on core outcomes only, limiting workload to assignments that can be completed within the time scheduled for each class in the weekly class schedule. Teachers may create optional additional learning opportunities for students who would like to explore subjects further.

2. Advisors
   Advisors should 1) email their advisory groups each week to check in holistically and offer support AND 2) provide live chat opportunities during their scheduled Advisory times. This could be a text chat in Classroom or video conferencing through Google Meet, Zoom, etc. Advisors will create invitations for their students to engage in such conferences.
3. **Students**
   Each student should *complete and submit their own assignments by the end of Friday* each week, at the latest. Some teachers may assign earlier deadlines for some work, but will attempt to provide the most lenient deadlines possible for work. Teachers need evidence each week that students are engaging in learning in each class. Students should be proactive about communicating with their teachers about questions related to assignments and about their grades via email and available ‘chat’ times. Students who encounter significant difficulties in completing assignments or in negotiating other challenges during this time should utilize the many connections and supports Bosque provides: reaching out directly to a teacher, Advisor, Dean, Counselor, and so on, to discuss challenges and figure out solutions.

4. **Parents/Guardians**
   Please see your child’s individual teachers as the experts on their progress in each class, and communicate directly with them. Please work with your student to make sure they are regularly checking email and Google Classroom. For more holistic concerns, please contact your student’s Grade Level Dean(s) and/or the Division Head.

**Instructional Technology Guidelines**
As Bosque has explored remote teaching models over the past weeks, it has become clear that live, ‘synchronous’ conferencing (via video, text, or voice) provides an important level of connection and support during this time of ‘social distancing.’ After all, it is our connections that make Bosque such an important community for all of us.

With this said, any synchronous teaching method during this time also presents tremendous concerns about access, equity, and privacy. Therefore, we need to proceed with any live instructional models online with great care and consistency.

**Guidelines for Live Conferencing (video, text, and voice):**

1. *Synchronous, live conferencing should not be required for students. All class assignments need to be available and accomplishable asynchronously.* In other words, teachers should post in Google Classroom and/or email assignments by 9am Monday morning, and expect that those assignments are accomplishable without any live check-ins throughout the week.

2. Synchronous conferencing works particularly well as a method for check-ins, ‘office hours’, Q&A, community-building. Accordingly, teachers should make themselves available for live conferencing during a scheduled class period *at least once a week* in order to provide additional support to individuals and groups. It is important to stick within the current schedule to avoid creating conflicts with other classes’ live video times or other scheduled activities.

3. *Synchronous conferencing should only take place during currently scheduled times in the school class rotation (Upper School) or published Middle School check-in times.* It is important to stick within the current schedule to avoid creating conflicts with other classes’ live video times or other scheduled activities.

4. As with any in-class activity, it is expected that everyone conducts themselves appropriately, and it is the teacher’s decision to choose platforms for conferencing and monitor class interactions on them.
   a. Teachers will test formats ahead of time and prioritize simplicity, access, and privacy over other considerations.
   b. All participants will be very mindful that any interactions must follow current expectations about student-student, and teacher-student interactions in person as members of the Bosque community. Bosque’s [Student and Family Handbook](#) provides guidance on expectations for appropriate in-person and remote/online behavior.
c. Should something concerning or inappropriate arise in the context of live instruction, teachers will follow up with their relevant Deans and Division Heads, according to current procedures.

**Attendance during remote learning.**
Since our remote learning model is asynchronous, we will not be able to take attendance in the usual ways. Instead, our primary way of knowing that students are engaged in school is through work submitted in Classroom each week by Friday. It is crucial that students who are not completing work be in email communication with their teachers and advisors. Whether or not work gets completed, we want to know that you are okay!

These guidelines may evolve and shift over time as we as a school become more adept at remote teaching and as we become more aware of student and teacher needs. If they shift significantly we will send you an updated version. As always, if you have any questions or concerns, please don’t hesitate to reach out to your child’s division head.