Our Priorities
The landscape of our current work has changed, but our commitment to our guiding principles of Scholarship, Community, and Integrity has not. These three pillars provide a consistent framework for our teaching, even if the interface and tools have been dramatically and unexpectedly altered. In all aspects of our planning for an extended school closure, we are centering these values. In particular, it’s critical for us to maintain a meaningful connection with our students 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 an online platform. It’s 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’re simultaneously aware that there are only a few weeks of instruction remaining before the end of the school year, and that our Seniors will complete their classes on May 1st; to that end, we want the majority of our energy to go into providing meaningful learning and connection, not becoming experts in online teaching.

Ongoing and recent feedback from students, parents, and teachers shows that the instructional model we have followed since the shift to remote learning has been very successful overall, especially considering all of the changes and stressors our community members are facing at this time. Above all, our recent surveys shows that all constituent groups (students, parents, and teachers) have valued early communication of assignments each week (by 9am Monday), flexible lesson design (especially allowing students to complete work at their own pace throughout the week), and the live “Class” meetings teachers and advisors have held for their students. They also report a level of deep, creative and reflective learning in this remote learning model that has been striking, for both teachers and students.

Students, Parents, and Teachers are also reporting a nearly even split in experiences with the amount of online time this model is requiring, and often quite passionate explanations for why this amount of online time seems too much or too little for student learning. In relation to this split concern, we remain committed to the most flexible learning model possible, while also bolstering our commitment to offering more live Class meeting in each course, and expecting that students attend those, if for no other reason that to confirm that they are on the right track with their current assignments, are clear about how they will be graded, and have a chance to reconnect with their teacher and classmates.

Assessment/Grading: Lastly, as this shutdown and shift to remote learning began after students completed more than 3 quarters of learning for the school year, and thus their final grades were nearly complete for the year, AND because we have put in place a learning model the emphasizes flexibility, communication, and focusing on core outcomes only in classes the remainder of the year, Bosque will not shift to another grading approach for students’ final grades. While many schools (such as UNM), which offer primarily semester-long courses have understandably offered other alternative grades (such as “Pass/Fail” options), we are confident that our students are best-served and best-prepared to finish the year with their Standards-Based (Middle School) and Letter (Upper School) grades. The most effective way for students and parents to forecast what
these grades may be is to review the 3rd Quarter grade reports and recent feedback on assignments, and then reach out to the classroom teacher.

Core Expectations:

Students

- Each student should review the assignments and expectations emailed to them on Monday morning, and reach out to those teachers who they have questions for or who they may not have heard from. They should also share these emails and expectations with their parents/guardians, if their parents/guardians have questions about the schoolwork they have for the week.

- **Students are expected to attend the live Class Meetings, typically two per week, for each of their classes.** In most cases, these will be approximately 30 minutes each, though some advanced courses may request longer meeting times. Live Class Meetings are an essential time for clarification, deepening understanding, and reconnecting. **Should a student not be able to attend, they should email their teacher to explain why and check in on anything they missed during the class meeting.** In some cases, teachers may have other systems in place for engaging students throughout the week. Please read carefully the learning plans sent out by each teacher by 9 am each Monday morning.

- 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 live Class meeting 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.

Teachers

1. **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.

2. Teachers will design lessons that **focus on core outcomes, 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.

3. Teachers will also work to design lessons that are aligned with Bosque’s Academic Mission, foregrounding inquiry, and allowing their students to work offline, as much as is possible.

4. Teachers are expected to **assign and assess work each week.**

5. Teachers will communicate directly with students via email and other formats if the student is not actively turning in assigned work or attending live class meetings. If this lack of engagement reaches a level at which the teacher expects it to significantly alter the student’s final grade in the class, they will communicate home with an official note, which lays out the concerns and is sent to the students, parents, and relevant Bosque administrators.

6. In the Upper School, most classes will not have a formal final exam, but many may require students to attend a live class meeting during exam week in place of an exam. Those classes that require a final exam will communicate very soon those expectations, so that students can respond if they have concerns about that expectation and those can be reasonably resolved.
Advisors
- Advisors should 1) email their advisory groups each week to check in holistically and offer support, 2) provide live chat opportunities during their scheduled Advisory times, and 3) and, in both these live meetings and over email, provide support for students as they manage their questions and stressors for the week. For Middle School, these times take place on Tuesdays from 12-12:30 p.m.
- These Advisory meetings will ideally be done via video conferencing. Advisors will create invitations for their students to engage in such conferences and share these invitations in a timely manner.

Parents/Guardians
- Please see your child’s individual teachers as the experts on their progress in each class, and communicate directly with them. Don’t hesitate to reach out to your child’s teachers if you have any questions or concerns.
- For clarity about assignments, review with your children the emails sent out by each teacher on Monday mornings by 9am, as well as other communications (such as, by Grade Levels teams in the Middle School) that provide further information about assignments. Please work with your student to make sure they are regularly checking email and Google Classroom and attending their weekly live class(es) in each subject area. For more holistic concerns, please contact your student’s Grade Level Dean(s) and/or the Division Head.

Online Guidelines for All
1. Live Class Meetings 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.
2. It is also very important that students communicate honestly with their class teachers about potential conflicts with other class meeting times--if there is indeed such a conflict, it is important that we know about it so we can fix it. If there is no such conflict, it is very important that a student not tell another teacher they have a conflict with another class in order to get out of a class meeting.
3. 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.