NYC LAB SCHOOL
PARENTS' ASSOCIATION

10th Grade Roundtable via Zoom
March 31, 2020 (with updates as of April 7, 2020)

WHY ARE TEACHERS NOT TEACHING LIVE, EVEN ½ HOUR CLASSES?

BROOKE'S REMARKS:

- The original approach was a stop-gap measure. LAB got up and running very quickly. Chances are that school will not coming back on April 20. Now, we need to think about remote learning through June.

- The long-term approach will **not** mirror the in-person class schedule. We are not allowed to do that. Some of the faculty and other staff members, are dealing with incredible variables. Some are living with essential workers, those who are experiencing job loss. Students now have parents are working from home and need to share computer resources. There are many different factors and challenges.

- The more structure we can provide and more face-to-face meetings, will be the most beneficial.

- The long-term approach: Remote Learning 2.0 is to provide:
    - From April 20 into the future (through June 16) – 8 weeks of instruction including video contact
    - Brooke recognizes that remote learning is not SELF-learning
    - More structured opportunities for children to work together – partner and group work scenarios; students are missing working together

ATTENDANCE POLICY

BROOKE'S REMARKS:

- Waiting for attendance policy – it was supposed to be announced this past Monday

- Family Circles: Check-in at 10:00 - be seen, be heard, ask for help/guidance, get an uplifting activity
    - Three things to expect with Family Circles
        - Video for the classes
        - Partnered group work with other students
        - Attendance check-in (Family Circle)

- What we have now was fine as a 3-week stop gap

- But for the long-term, the school is asking what modes of teaching and learning will be best in the remote learning for the long term - lean into that

LONG-TERM ACADEMIC IMPACT?

PARENT QUESTIONS AND FEEDBACK: Impact on next year? Will students have to redo the semester?
BROOKE'S REMARKS:

- LAB will try to award students credit for the semester

- If there was a skills-deficit pre-March, then LAB is reaching out actively to those students and IEP students to make sure students to pass the class

- Pass Fail Model: only for Physical Education **(updated news as of April 3, 2020)**

- FOR NEXT YEAR, (academic departments will meet over spring break) – rather than cram in every skill, think critically to recursively address the skills in the next year
    - For example, let kids move from Advanced Algebra into the next class, but look at kids' skills in the fall and address any gaps, skills not taught

- Summer School – **IF** there is summer school, it will be remote as well. Summer school is not a great arrangement for kids who are struggling with remote learning, which is providing more hand holding now than what virtual summer school.

- LAB is focused on helping students generate enough creditable work to be on track for promotion.

- If student is not yet engaging and having a hard time, please reach out to Mr. Koch, guidance counselor, and Brooke to get back on the path.

- School is aware of the students who are having trouble. LAB staff is reaching out to these students. All other students are doing their version of doing the best that they can – on the path of promotion

REGENTS EXAMS?

- **UPDATE AS OF APRIL 7, 2020: The June 2020 administration of the Regents exams is cancelled.**

WHAT KINDS OF ASSESSMENTS WILL BE GIVEN TO GAUGE STUDENTS' UNDERSTANDING OF THE MATERIAL AND THEMES TO MOVE FORWARD?

BROOKE'S REMARKS:

- The school will be implementing "Checks for Understanding"; Brooke does not want to talk about tests and quizzes during this time.

- Checks for understanding – weekly assessments for understanding of material that will be graded

- LAB will rely on JupiterGrades to give a weekly reality-based sense of checks for understanding

APPROPIRATE WORKLOAD GIVEN EVERYTHING GOING ON?

- Most of the feedback she has gotten has been "Whoa! This is way too much. This is overwhelming. Kids are drowning."
    - Some students have been able to transition well, without too much pain.
    - But some students (who were already having a hard time with executive functioning) are having a hard time negotiating the whole remote learning system, let along engaging the work.

- In the remote learning environment, homework and schoolwork are conflated, to just "Work". So, students experience it as too much "WORK"

- The outlying (minority) perspective: kids need more work. For them, LAB can provide enrichment bank and additional academic challenges.

- She is looking for more of a bird's-eye-view of students' experience: Make sure the school is not overloading students. The weekly check-in in every core class will help with with pacing.

- What the 9th grade team, will benefit all students **recommended pacing chart**

CAN LAB PROVIDE WHOLE BODY WELLNESS ACTIVITIES AND CREATIVE OUTLETS?

- Ms. Riina for Art has been doing GoogleGroups - sitting and drawing - that's on the schedule

- Brooke has heard that 8:00/8:30 too early. They picked that time so as to not conflict for the core subjects. Some teachers have young children at home.

- Enrichment links: creative outlets, virtual workouts (e.g., "Just Dance")

- It is imperative: to move your body, work on sleep. She hears that students need teacher-reinforcement

- Ask teachers to be more hands-on: jumping jacks

- Social connection, creative outlets, physical outlet

- Family Circle: Morning meeting with some physical activity

- Team coaches are not teachers at our school; but PSA from Mr. Reyes and other faculty to motivate

- SUGGESTIONS: The Body Coach (YouTube); student-led workouts

- CITIBIKE DEALS AND USE?
    - Brooke could ask Mr. Duffy and Mr. Knoesel who are very active in the biking community
    - Parent tip: It's possible to add additional rider on an account **on a per ride basis (~$3/ride)**; Spritz bikes with alcohol, napkins on the handle bars

SPRING BREAK?

Questions, ideas, or suggestions, email us: Jung Min Lee (LABHSPAPrez@gmail.com)   2
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- Brooke is getting feedback: "Please no homework on the spring break and weekends."
- She is also getting feedback: "Please give us more work because my teen is so bored & cooped up."

COLLABORATIVE LEARNING: Mandatory meeting and discussion time with other students?

- There will be Teacher-defined groups - based on who is in the meeting
- Choose your own partner for collaborative work
- Using the work as a meeting ground and a way to grow
- Teachers are trying out the breakout room function

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STUDENTS CONNECT THROUGH CLUBS AND COLLABORATION
BROOKE'S REMARKS:

- Essential to LAB: students having contact through clubs

- Reconfiguration with Remote Learning 2.0 – clubs will play a part

- Teachers are planning to the circle – watch a movie together and discuss

- Clubs trying to activate: Newspaper, drama club, environmental group

- Seniors with a virtual talent show

OFFICE HOURS: THEMES OR IDEA? MINI LECTURE: SO STUDENTS CAN KNOW WHY THEY ARE SHOWING UP
BROOKE'S REMARKS:

- In the new iteration, checks for understanding will help figure it out.

- Office hours are in place as a hangout with teachers

- Instructionally current office hours have not been as a successful mode

- Office hours is kind of a catch all currently

- Parent Suggestion: On a given day, students can e-mail in their questions in advance.

- Office hours should be done by course, not teacher

STUDENT EXPERIENCE: a student on the call says that she is an independent learner but had not attended office hours. Her ELA teachers posting recording of each office hours. I wish I had attended. If they had posted a plan for each office hours. Students are trying – pacing chart. Swamped and acclimating to every single. Shift tangible to intangible. Teachers are doing their best. Pacing chart – would be very helpful. Typing into the computer – math is hard to type in.

- BROOKE'S REMARKS: It's been hard and it's been rushed. We will take a big step back so that it is more structured and manageable.

TIPS TO MAKE LEARNING BETTER BEFORE APRIL 20? WILL JUPITERGRADES BE ON?
BROOKE'S REMARKS:

- JupiterGrades should be looked at as a workbook

- Rely on the schedule M's. Zimmer sent. Do not get too attached to the grades. There have been way too many e-mails. Pacing chart.

- Key themes are overarching will be included in the Friday notes

- Looking to simplify for the long haul

What types of guidance the Chancellor has given you?

- There's been a lot of negotiation DOE, Chancellor, the teacher's union – tied up in intersection between labor laws and education.

- First priority during Week 1 was device and internet access for every student

- Week 2: English Language Learners – get their services remotely

- Week 3: Not permitted to mimic the school day – but still receive standards-based work

FUTURE ROUNDTABLES?

- Follow-up roundtable will be scheduled after a week of Remote Learning 2.0.

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- Survey being developed by Mr. Koch – To ask students how remote learning is going

Iris Schaer (irisschaer@yahoo.com) is the SLT grade rep for the 10th grade. Please feel free to send her any additional questions or concerns.

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