



# 2020-2021 Online Learning Plan

**QSI International School of Astana**

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# DISTANCE LEARNING AT QSIA

QSI International School of Astana (QSIA) is committed to providing an alternative means of education in the form of distance learning during full or partial closing of the school. Distance learning is the experience students will have when school remains in session but when they are unable to physically attend school due to campus closure. While distance learning cannot replicate onsite learning, our teachers can deliver creative and powerful instruction that allows students to meet expected standards.

We recognize that some onsite learning experiences cannot be easily replicated through digital learning. In particular, the invaluable social interactions and daily connections that occur naturally among students and between teachers and students cannot be recreated in the same way. Additionally, teachers must find new methods for providing timely and specific feedback to support student growth and learning.


The success of our distance learning endeavor lies in a partnership that is dependent on careful planning of learning activities, appropriate student engagement, and strong parent support. This successful partnership will result in learning experiences that will further student academic progress, while attending to their social and emotional needs.

While this is a time of uncertainty and challenge, it is also a time for new opportunities and connections. We understand that every family will face their own challenges as they accommodate distance learning into their routine. The response from teachers should always be one of kindness as they acknowledge that families will support distance learning as best they can.

The purpose of this document is to outline how QSIA will continue to offer an effective education through distance learning in the event of school closure.

# DISTANCE LEARNING PLATFORMS

Over the past few months, QSI has given serious consideration to its obligations to provide online learning to the students enrolled in its schools worldwide. The following online platforms will be used to support both online academic work and teacher/student/family collaboration to ensure a quality learning experience.

	<p><b>Office 365</b></p> <p>All staff and students <b>9 years old and older</b> have school email accounts through the Office 365 Suite. Additionally, they have free access to the Office Suite of programs such as Word, Excel, and PowerPoint.</p>
	<p><b>Seesaw</b></p> <p>Seesaw is a platform for student engagement that provides creative tools to take photos, draw, record videos and more to capture learning in a portfolio. Teachers can find or create activities to share with students and parents. Seesaw will be the academic platform for <b>PreK through 9 year-old students</b>. Students will be issued a learning code where they can access all their classes.</p>
	<p><b>Zoom</b></p> <p>Zoom is a virtual classroom platform that may be used by all teachers. This is easy for students and parents to access, as the classroom teacher simply sends a link via email for individuals to join the meeting/class. Zoom will be used for synchronous (real-time) learning and communication for <b>all ages</b>.</p>
	<p><b>Microsoft Teams</b></p> <p>Teams will serve as the academic platform for <b>10 year old through Secondary IV</b> students. Teachers will create channels for units and communications and ensure that students know where to find the necessary learning materials.</p>
	<p><b>iGrade Plus</b></p> <p>iGrade Plus enables parents and students to track assignments for completion and grading. It will be used for communicating areas of success or needed growth in academics, Success Orientations and effort. iGrade Plus will be used with students <b>11 years old and up</b>.</p>

# ROLES AND RESPONSIBILITIES

## Roles and Responsibilities for the School

### Leadership Team

- Develop divisional plans for distance learning.
- Communicate with faculty/staff and parents.
- Support faculty/staff and parents during distance learning.
- Ensure effective implementation of distance learning plan and accountability of student learning.
- Partner with teachers on completion of Plans for Professional Growth.

### Subject/Homeroom Teachers:

- Collaborate with colleagues to design distance learning experiences for students in accordance with grade level plans.
- Develop high-quality student learning experiences.
- Communicate with and provide timely feedback to students.
- Communicate with parents, as necessary.

### Cooperating Teacher (Teacher Assistant)

- Daily planning with the teacher.
- Join all class Zooms.
- Send messages to students through Seesaw.
- Follow class daily schedule.
- Provide additional activities such as brain breaks.
- Provide translation to families as needed.
- Provide breakout sessions when necessary.
- Take attendance.
- Monitor online interventions.
- Contact parents when necessary.
- Respond to parent emails and inquires within 24 hours during the work week.

## **IE Teachers**

- Support co-teachers in the development of high-quality student learning experiences in accordance with grade level plans.
- Curate and/or develop resources to support IE students.
- Communicate with and provide timely feedback to students.
- Communicate with parents, as needed.

## **Learning Support Teachers**

- Partner with classroom teachers to accommodate the online learning curriculum they are providing to the learning support students in their caseload.
- Communicate with all parents of students on their caseload the first week regarding the online learning plan and how they will co-plan with the teachers for the students to access the content of the distance learning lessons.
- Recommend to parents and teachers other online learning platforms learning support students might be able to access at this time (e.g., IXL, RAZ kids, etc.).

## **AP Coordinator**

- Remain in contact with the College Board (AP).
- Communicate information from the College Board to teachers, parents and students, as it becomes available.

## **Counselor**

- Create developmentally appropriate videos regarding self-regulation, anxiety and/or wellness strategies that students can practice during this time of distance learning.
- Create counseling lessons that students may complete “at home” based on the current curriculum, these lessons will be posted on Seesaw.
- Provide developmentally appropriate “blog-type” statement/s that include resources regarding anxiety, isolation, health, and wellbeing particular to grade level(s).
- Respond to counseling needs of students.
- Support school advocacy with universities and the College Board.

## Roles and Responsibilities for Students

- Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teachers and administrators.
- Check appropriate online platforms for information on courses, assignments, and resources daily.
- Identify a comfortable and quiet space for study.
- Engage in all learning with academic honesty.
- Submit all assignments in accordance with provided timeline and/or due dates.
- Ensure own social and emotional balance by keeping healthy habits.

## Roles and Responsibilities for Parents

- Support their child(ren) in their learning
- Provide an environment conducive to learning that includes access to technology and a quiet space during daytime hours.
- Engage in conversations on posted materials and/or assignments.
- Monitor time spent engaging in online and offline learning.
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
- More information and family tips can be found in the Covid-19 Procedures Document.

# EXPECTATIONS FOR DISTANCE LEARNING

## Feedback

- Timely feedback is essential to student learning; this is especially so in online learning environments when/where students are unable to ask questions as they normally would in classroom setting.
- Clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines, a weekly checklist will be sent home for parents to see where the student is at.
- Active monitoring of your email for questions and communication from students/families.

## Offline work

- Avoid requiring printing. All tasks must be completed on a device or uploaded.
- Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making a video.

## Work time

- Consider varying the activities you normally plan in a graduated way, from very different to slightly modified.
- Offer alternative opportunities for reading, research, online discussions/peer-feedback, and producing written work.
- Seek the support of colleagues and others who have specific interest and/or expertise in delivering online distance learning experiences.

## Deadlines:

- Provide students ample time to complete assignments. More time than you would usually provide in class may be necessary for some students.
- Keep tasks simple and directions clear to make sure students understand what they are required to do.



## Bandwidth:

- Consider the size of the files to be downloaded by students; students' WIFI access may have limited bandwidth.
- If you embed videos, keep the size of the files small and avoid HD quality whenever possible.

# PRE K AND ELEMENTARY

## Pre-K Online Schedule

4 year-olds	5 times per week for 15 - 20 minutes
3 year-olds	5 times per week for 15 - 20 minutes
Face to face Meetings	
Approximate time per day	Activity
15-20 minutes	Literacy activities (Should be a synchronous component to each lesson)
15-20 minutes	Mathematics activities
Home Enrichment	
Time determined by parent	Videos and home exploration
Video sent by teacher	Music and Movement

## Elementary (5-10 year-olds) Online Schedule

8:30 - 9:15	Reading or Writing—Synchronous component to each lesson.				
9:30-10:15	Mathematics- Synchronous component to each lesson				
10:30-11:15	Cultural Studies/Science- Synchronous component to each lesson				
11:15-13:00	Lunch and Teacher Planning				
13:00-13:50	Specials Rotation- Synchronous component to each lesson				
14:00-16:00	Individual Support/Small Group Support/Activities				
Specials Schedule					
Class	Monday	Tuesday	Wednesday	Thursday	Friday
PE	5-6 yo	7 yo	8 yo	9 yo	10 yo
Music	10 yo	5-6 yo	7 yo	8 yo	9 yo
Art	9 yo	10 yo	5-6 yo	7 yo	8 yo
Tech	8 yo	9 yo	10 yo	5-6 yo	7 yo
World Lang.	7 yo	8 yo	9 yo	10 yo	6 yo

## Pre K and Elementary Classroom Expectations

- By 8:15, teachers will provide a daily Seesaw or Teams message that will include instructions for the day.
- There should be a synchronous component to each lesson. It is not necessary to remain online the entire allotted period, but regular face-to-face communication has been shown to be an important factor in keeping students motivated and on track.
- Students will have both off- and on- screen learning activities to that connect to the QSI curriculum.
- Teachers will conduct face to face Zoom or Teams meetings at the times specified by the schedule.
- Teachers teaching the same grade level will be expected to be in sync with their expectations - collaboration is key!
- There will be one specialist activity per day as scheduled.
- Devote the first few weeks of school to procedures, community building and digital competency.
- Communication with parents is essential, streamlined, and predictable.
- Teacher and faculty communication and collaboration is vital. Grade-level classes will be expected to be aligned throughout distance learning.
- Zoom or Teams video calls, should be used for active teaching and learning.
- Instructions should be easy to find, explicit and multimodal.
- Feedback is crucial. Please ensure you are giving regular and timely feedback to all your students.
- Summative assessment should focus on creating. Try to incorporate higher level thinking by requiring your students to create work. These can be videos, podcasts, digital or actual artwork, pieces of writing, etc.

# MIDDLE AND SECONDARY

The Middle School and Secondary program (11 year-old and up) will be a combination synchronous/asynchronous schedule. The mornings will be synchronous, face-to-face sessions allowing student time to meet with teachers, receive instruction, discuss material, and work through a variety of assignments or projects in classes. The afternoon will be asynchronous work time, with teachers available for office hours. Wednesdays will be dedicated to clubs, small group help-sessions and unit recovery.

## Middle School Online Schedule

### Synchronous, Face to Face Class Time

	Mon/Thurs	Tues/Fri Classes	Wednesdays
8:30 - 9:15	11/12/13 Literature	11/12 Literature 13 World Language	Safetynetting, Kazakh history and small group sessions.
9:30 - 10:15	11/13 Math 12 World Language	11/ 13 Math	
10:30 - 11:15	11 CS/Science 12 Math	11 World Language 12 Math 13 CS	
11:30 - 12:15	12 CS 13 Science	13 Writing 12 Science	

### Asynchronous Work Time and Specials

13:00 - 13:45	Independent Work and Teacher Office Hours			
14:00 - 14:45	Specials Rotation			
	Mon	Tues	Thurs	Friday
Art	11 yo	12 yo	13 yo	
Music		11 yo	12 yo	13 yo
Drama	13 yo		11 yo	12 yo
Tech or PE	12 yo	13 yo		11 yo
15:00 - 16:00	Independent Work and Teacher Office Hours			

## Secondary Online Schedule

### Synchronous, Face to Face Class Time

	Mon/Thurs Classes	Tues/Friday Classes	Wednesdays
8:30 - 9:15	1 <sup>st</sup> /2 <sup>nd</sup> block	1 <sup>st</sup> /2 <sup>nd</sup> block	Clubs, unit recovery, Kazakh history and small group sessions.
9:30 - 10:15	3 <sup>rd</sup> block	3 <sup>rd</sup> block	
10:30 - 11:15	4 <sup>th</sup> /5 <sup>th</sup> block	4 <sup>th</sup> /5 <sup>th</sup> block	
11:30 - 12:15	6 <sup>th</sup> /7 <sup>th</sup> block	6 <sup>th</sup> /7 <sup>th</sup> block	

### Asynchronous Work Time

13:30 - 16:00	Independent Work and Teacher Office Hours
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## Middle and Secondary Classroom Expectations

### Content and Interaction

- The students should be provided with a clear daily learning target or objective for each class to ensure they know what they need to accomplish each day. The daily learning target should demonstrate continuity of learning from one class to the next.
- Teachers will provide Zoom or Teams face-to-face lessons during the scheduled times. It is not necessary to remain online for the entire 45 minutes, but establishing work routines is essential, particularly because we are beginning the year online.
- Teachers should design a variety of learning tasks that complement each other in the development of understanding
- Teachers should provide an estimated duration for all learning activities. It is imperative that teachers consider the time allotted for tasks so that students do not become overwhelmed.
- Teachers should clarify in advance how students should contact them if they need assistance and should respond within 24 hours to all student inquiries on weekdays.
- Resources needed will not require the use of VPN or streaming/download of files that are excessively large.

## Assessment

- Students must complete both graded and non-graded assessments to measure progress against learning targets. Teachers are encouraged to assign creative products for summative assessments.
- Clear instructions on where/how to turn in assignments should be provided to students.

## AP Courses

- AP teachers should connect regularly with the AP Coordinator to ensure deadlines and requirements are met.

## iGradePlus

- All middle and secondary teachers will be expected to maintain up to date records on iGradePlus. We are excited about this tool that enables parents and students to track assignment completion, but it is only effective if teachers mark work and enter data in a timely manner.

# QSI CURRICULUM GUIDELINES AND ADJUSTMENTS FOR 2020-2021

from QSI Headquarters

## Introduction

Given the ever-changing situations across the globe, there are many uncertainties that we personally face every day. QSI wants to address the difficult nature of online and blended learning and difficulties coming back to school after a long time not face to face. These curriculum guidelines and adjustments are to try to alleviate some of your worries about teaching curriculum in 2020-2021. We have produced some guidelines that will help you begin and finish the year in a strong manner and help our students make progress and reduce their stress. QSI is committed to helping our students focus throughout the full school year and engage in relevant learning. Here are our curriculum guidelines and adjustments for the 2020-2021 school year regardless of being in an online, a blended, or in-person learning environment for teaching TSWs and closing units. There is mixed advice on approaches to beginning school year with assessment to determine learning gaps. Some articles suggest just start on new content and address gaps as you progress during the year. Some articles suggest doing gap assessments to see where gaps are and do some reteaching. The approach is up to the school.

## Guideline #1 - TSW Evaluation and Reduction

### Expectations: ALL AGES 5-Secondary IV

With the concept of Less is More, it is essential to begin and finish this year positively for everyone. We want teachers to evaluate the following questions for each unit they teach:

- What TSWs in a unit **MUST** the students know to be successful next year?
- What **thinking processes** in the TSWs are important for next year in this unit?
- Which TSWs allow for higher order thinking and assessment?
- How can I get students involved in deciding how they show A-level mastery?
- A-level mastery can exist beyond just a single TSW. It can be about how the student approaches or completes a unit or how they think through their issues. Verbal communication is a great way to let students explain their thinking.

Based on these questions, we trust that teachers can use their professional judgement to decide what TSWs they will teach in the unit that address the above questions. **We accept that all TSWs will not be taught for each unit.** We accept that a majority of the TSWs will be taught and we trust teachers to remove TSWs that do not address the questions above. Feel free to discuss individual concerns with directors. The expectation is that a majority will be taught but not all.

## How to approach shorter unit evaluation?

Now is not the time to focus on traditional methods of paper and pencil tests in an any learning environment. Assessments could be projects, short answers, discussions, mini conferences, experiential learning, demonstrations, etc. QSI has always believed that using multiple methods of evaluating students is important. In the time of online learning simple conversations with students one on one may be all that you need to see that they have mastered a concept. Make the demonstration of mastery more open and not restricted to traditional methods.

## Guideline #2 – Portfolio Unit

This unit could be engaged at the beginning of the year and open all year long. It is a way for teachers to guide students to reflect on their learning. This unit works well with schools who do student led conferences. All QSI administrators have access to resources to support student-led conferences and portfolio construction.

The Portfolio Unit has been created to focus on the review of concepts learned during the school year. Each teacher can use this unit in their course to replace another essential or selective unit. This unit replicates the process leading up to student-led conferences.

Teachers guide students to reflect on their year in meaningful ways. This portfolio unit will be available for each course across all age levels. This unit allows for collaboration, communication, creativity, and critical thinking as students reflect on their learning for the school year. It is therefore important that a part of the teacher's planning should include student conferencing and providing feedback ongoing reflection on portfolio progress throughout the year. This unit is NOT designed to be “dumped” on students and parents as extra work.



## Portfolio Examples

**Elementary:** Teachers can engage in the Portfolio selective unit for Mathematics, Reading, Writing, Science, and Cultural Studies. They can earn a grade for each course but only do one portfolio. Their review and reflection for mathematics, reading, writing, science, cultural studies would be combined to one portfolio.

**Secondary Example 1:** Biology, Advanced Mathematics I, and World History will engage students in the Portfolio selective unit under their course. They can earn a grade for each course but only do one portfolio.

**Secondary Example 2:** A Biology teacher will not be able to engage in a science fair for the year can teach 9 essential units and substitute the Portfolio/Project unit to finish the course following those TSWs.

TSWs would still be engaged in for each Portfolio unit opened in each course. There would be a grade for each portfolio unit completed. But the actual portfolio would be one combined product. This unit is not mandatory for any teacher but can be taken on as a way to encourage collaboration between teachers, to provide a “product” for students to take out of their courses, and to reduce teacher planning for some of the online learning time. If schools chose to mandate this unit schoolwide, they need to engage in this at the beginning of the school year and build on it all year long.

## Guideline #3 - Unit Completion Expectations

### Elementary 5-year-olds to 11-year-olds

While the goal of all our work in school typically should be to complete the full course of required units for all courses, we also understand the constraints of our current mixed learning environments. Given these constraints, the following allowances for unit completion are in effect for all of 2020-2021:

#### Elementary Core Courses

- Reading/Writing: complete 8 units
- Mathematics: complete all 10 units of math
- Science and Cultural Studies: complete 4 units of Science and 4 units of Cultural Studies

- MAP Goal Setting units can be used this year but you may need to use other data besides MAP. Portfolio/Project unit can also serve to help students reflect at the beginning of the year and set goals and collect evidence of goal setting.

### **Elementary Specials Courses (PE, Music, Art, Library, Technology etc.)**

Elementary are required to only do 2 units this year for each special. Important factors:

- Reduce TSWs in the 2 units
- Create fun projects that will allow students to feel success and no extra stress.
- This year participation in specials courses is a key element to evaluating students.
  - No participation (has never been to class) = don't engage in the unit
  - No participation (is online seldom) = P
  - Limited participation but there is some mastery of the selected TSWs for evaluation = E
  - Participation and mastery of the selected TSWs = B
  - Above and beyond level of participation and high level of mastery of the selected TSWs for evaluation = A

### **Elementary Languages other than English**

LoE courses should reduce units or put language learning on hold while online learning is in place. Schools can choose to use LOE time for catch up in the core courses. If LoEs are taught

- 5 days a week, students should finish approximately 6 units
- 3 days a week, students should finish approximately 4 units
- LOE should NOT stress students out and if you move to online learning this is essential
- This year participation in elementary LOE is a key element to evaluating students.
  - No participation (has never been to class) = don't engage in the unit
  - No participation (is online seldom) = P
  - Limited participation but there is some mastery of the selected TSWs = E
  - Participation and mastery of the selected TSWs = B
  - Above and beyond level of participation and high level of mastery of the selected TSWs for evaluation = A

## Elementary Intensive English-

It is important to find relevant activities that teach and move students ahead in their acquisition of the English language.

- IE students are not on a timeline of 10 units a year.
- This approach is best looked at as the IE curriculum as a continuum of skills to master to work towards a level of mastery where they can be in the mainstream classroom.
- Skipping units or reducing TSWs serves no purpose. Just go at a slower pace through the units.
- Guidelines for IE placement can be found in the Intensive English User's Guide.
- Consider the addition of the portfolio unit in place of a content unit in each course

If you finish the unit expectations, please ensure that students are engaged in additional units until the end of the year. Please remember to keep students actively engaged in meaningful learning for the full school year. At the beginning of the following school year, schools will reassess students' level of mastery of mathematics and reading/literature and writing to determine the gaps in their learning. More details later about how this will look.

## Elementary 12-and 13-year-olds

While the goal of all our work in school typically should be to complete the full course of required units for all courses, we also understand the constraints of our current mixed learning. Given these constraints, the following allowances for unit completion are in effect.

### Core Courses

- Reading/Writing: complete 8 units
- Mathematics: complete all 10 units of math
- Science: complete 8 units
- Cultural Studies: complete 8 units
- MAP Goal Setting units can be used this year, but you may need to use other data besides MAP. The Portfolio/Project unit can also serve to help students reflect at the beginning of the year and set goals and collect evidence of goal setting.

## 12/13yo specials courses (PE, Music, Art, Library, Drama, Tech etc.)

Specials courses should reduce TSWs. Typically, 12/13 yo students are required to only do 2-4 units per year depending on the course. Important factors include:

- Reduce TSWs in the 2-4 units
- Create fun projects that will allow students to feel success.
- This year participation in specials courses is a key element to evaluating students.
  - No participation (has never been to class) = don't engage in the unit
  - No participation (is online seldom) = P
  - Limited participation but there is some mastery of the selected TSWs = E
  - Participation and mastery of the selected TSWs = B
  - Above and beyond level of participation and high level of mastery of the selected TSWs for = A

## •12/13yo Languages other than English

LoE courses should reduce units or put language learning on hold while online learning is in place. Schools can choose to use LOE time for catch up in the core courses. If LoEs are taught and a 12/13 yo student is taking LOE at the secondary level with parent permission, they will need to finish either 5 units (half a year) or 10 units (full year). TSW reductions can apply for secondary LOE courses. Finishing 6 or 8 units on a secondary transcript looks incomplete. See secondary guidelines below for more information.

- If a 12/13-year-old student is NOT taking secondary level LOE, they adjust units:
- If LOE is 5 days a week finish 6-7 units
- If LOE is 3 days a week finish 3-4 units
- LOE should NOT stress students out and if you move to online learning this is essential
  - This year participation in elementary LOE is a key element to evaluating students.
  - No participation (has never been to class) = don't engage in the unit
  - No participation (is online seldom) = P
  - Limited participation but there is some mastery of the selected TSWs = E
  - Participation and mastery of the selected TSWs = B
  - •Above and beyond level of participation and high level of mastery of the selected TSWs = A

## Presecondary Intensive English

It is important to find relevant activities that teach and move students ahead in their acquisition of the English language.

- IE students are not on a timeline of 10 units a year.
- This approach is best looked at as the IE curriculum as a continuum of skills to master to work towards a level of mastery where they can be in the mainstream classroom.
- Skipping units or reducing TSWs serves no purpose. Just go at a slower pace through the units.
- Guidelines for IE placement can be found in the Intensive English User's Guide.
- Consider the addition of the portfolio unit in place of a content unit in each course

## Secondary

Secondary students should finish 10 units in each course applying guidelines on TSW reduction and Portfolio/Project unit above. Our secondary I, II, and III students will graduate and need a strong transcript with full courses. This applies also for 12/13-year-old students, with parent approval, engaged in LOE, Algebra, or technology at the secondary level. Please make plans for students to close gaps in units from the previous year by building time into your schedule.

## Secondary IV Students

It is essential that we review transcripts early to check on our Secondary IV students to see where they have gaps in graduation requirements this year. Expectations have not changed but your support for these secondary IV students must increase. If a student does not participate in online or face-to-face school or complete units now, then the conversation starts early about earning a diploma. The expectation from QSI for schools is increased verbal conversations (not just emails) and virtual meetings with secondary IV students (and parents) who fell behind last year; this is to keep them from falling further behind this year which may endanger their graduation. Parents being involved in their child's progress is essential from the very start of the year.

## Missing Units in Transcripts for Secondary IV Students ONLY

These must be addressed at the beginning of the year. It is recommended that there is a plan made with deadlines, a parent meeting, and all parties sign off on the plan in the parent meeting. Starting early on this is essential!

## AP and IB Content Coverage

You need to meet the secondary requirements for finishing courses with 10 units each. As the year progresses, teachers will need to monitor communications from AP and IB for any adjustments during the 2020-2021 school year. You are still required to follow all content requirements to prepare our students for their external exams. I would recommend that you pay VERY close attention to internal assessments this year as they may again be used to evaluate IB students.

*\*Note\** The above allowances are to respond to a temporary situation and are only in effect for the 2020-2021 school year. Schools should revert to the usual unit completion expectations for the 2021-2022 school year.