



GREENSBORO DAY SCHOOL

Friendship • Scholarship • Sportsmanship

DISTANCE LEARNING HANDBOOK



GDS 2020

TABLE OF CONTENTS

[Distance Learning Definition](#)

[Distance Learning Approach](#)

[Distance Learning Supplies](#)

[GDS Contacts](#)

[What We Value](#)

[The Partnership: School, Parent, and Student Roles and Responsibilities](#)

- [Faculty/Staff](#)
- [Parents/Caregivers](#)
- [Students](#)

Distance Learning Plans

- [Lower School](#)
- [Middle School](#)
- [Upper School](#)

[Appendix](#)

DISTANCE LEARNING

In the event of a temporary campus closing, GDS may need to transition from on-campus learning to off-campus distance learning for our students. From time to time, the School will engage in synchronous (real-time) and asynchronous (learning/sharing outside the constraints of time and place) off-site learning. This type of learning involves faculty connecting with students and families using digital devices and platforms to continue learning when on campus, face-to-face meeting is not possible or when the school deems distance learning is necessary. At the heart of our Distance Learning plan are the relationships between teachers and students and students and students. GDS is committed to planning and implementing a cutting edge, high touch experience for our families during Distance Learning.

DISTANCE LEARNING APPROACH

- Teaching and Learning will continue but it will look different and feel different: let go, make mistakes, have fun!
- Teaching will not be a collection of online links to consume. Students and families will continue to experience the personal touch of the School.
- Appropriate guidelines and expectations exist so that the distance learning school day does not place students in front of screens too much. Suggested daily schedules for on/off screen time by grade will help support parents and caregivers (especially in Lower School).
- Consistent, predictable methods of communicating with families is critical.
- Methods of assessing students and communicating student progress will include conferences, video chats, traditional assignments, and more.
- Alignment within each grade level and across disciplines will be a priority.
- All lessons will be recorded and made available for students and families.

DISTANCE LEARNING SUPPLIES

Platforms

Platforms used for Distance Learning will vary per grade level.

- Zoom
- Seesaw
- MyGDS
- Google: Docs, Sheets, Slides, Classroom

Students

- ❑ Age 2-Kindergarten: Internet access, one family device for occasional access to internet, hands-on materials, and a space to play/exercise/practice mindfulness
- ❑ Grades 1-3: Internet access, one family device for occasional access to internet, hands-on materials, and a space to play/exercise/practice mindfulness
- ❑ Grades 4-5: Internet access, school-issued chromebook, and a space to play/exercise/practice mindfulness
- ❑ Grades 6-12: Internet access, school-issued laptop, and a space to play/exercise/practice mindfulness

Faculty

- ❑ School-provided laptop, internet access, and a space to play/exercise/practice mindfulness

GDS CONTACTS

- ❑ Head of School - [Tracie Catlett](#)
- ❑ Head of Upper School - [Ed Billingslea](#)
- ❑ Head of Middle School - [Dana Smith](#)
- ❑ Head of Lower School - [Gillian Goodman](#)
- ❑ Academic Dean - [Peter Williams](#)
- ❑ Director of Educational Technology - [Chrissy Olson](#)
- ❑ Director of IT - [Edo Mlatac](#)
- ❑ Lower School Counselor, [Brittany Lutzweiler](#)
- ❑ Middle School Counselor, [Michelle Bostian](#)
- ❑ Upper School Counselor, [Bridget Gwinnett](#)
- ❑ Early Childhood Learning Support, [Laura Shue](#)
- ❑ Lower School Learning Support, [Suzanne Billips](#)
- ❑ Middle School Learning Support, [Kathy Gillespie](#)
- ❑ Upper School Learning Support, [Megan Mimms](#)
- ❑ College Counseling, [Tammy Alt](#)
- ❑ College Counseling, [RJ Hooker](#)
- ❑ Nurse, [Linda Register](#)

GDS Tech Help

The GDS Tech Team is available for faculty, students, and parents who need tech support related to distance learning.

Please try the following steps before contacting the Tech Team:

1. Check to make sure that all necessary connections (USB, power, etc.) are plugged in properly.
2. Run any updates.
3. Shut down, then power on the device that isn't working properly.

Tech Help: 8 a.m. - 4 p.m.

Students, parents, and employees needing tech assistance should fill out the [tech help ticket form](#).

 [Help Ticket Form | GDS Tech Team](#)

Emergency Tech Help: 7 - 9 p.m.

The tech team is also managing a tech help hotline in the evenings, Monday - Friday from 7 - 9 p.m.. This hotline number is for urgent requests only, including a problem which is preventing a student from completing schoolwork in the evening. For other non-emergency evening requests, please use the ticket form above.

The tech hotline number is 336.517.7905.

WHAT WE VALUE

- Connection/Contact/Community
- The ability to meet our students where they are and help them grow
- Families spending quality time together
- Limited screen time
- Maximum time exploring, creating, and relating

PARTNERSHIP: SCHOOL, PARENT, AND STUDENT ROLES AND RESPONSIBILITIES

Distance Learning requires a unique partnership between the School and families. Flexibility, creativity, problem-solving, and communication are critical for successful distance learning experiences.

Community Roles and Responsibilities

Faculty/Staff

Leadership Team

- Create, distribute, and update the Distance Learning Handbook.
- Establish clear channels of communications between faculty, staff, families, and students.
- Support faculty and students/families shifting to a distance learning environment with professional development/training, FAQs, personal contact, and clear communication.
- Help teachers implement distance learning and ensure high-quality learning experience for all students.

Classroom Teachers

Prior to the start of distance learning

- Attend school preparedness meetings about the potential need for distance learning.
- Participate in the free GOA course about online learning.
- Attend digital platform training (Zoom, Seesaw, myGDS), and set up a virtual classroom.
- Train students about Zoom expectations (grades 7-12). Train students and/or parents about Zoom/Seesaw expectations (grades BT - 6). Student training should include the following:
 - ❑ Overview and practice with any digital platform that might be used during school closure
 - ❑ Expectations for online behavior - including appropriate approaches (language, attire) to learning, participating in any breakout groups or online chats, etc.

- ❑ Clarity about how “performance” will be assessed with online learning
- ❑ Expectations for makeup work if students are ill and cannot participate
- ❑ Encouragement to have a buddy (or two) in the class with whom they can connect in the event that they have tech/communication problems
- Each Lower School homeroom teacher and each Middle School/Upper School advisor will contact families by phone prior to the start of distance learning to check in.
- Collaborate with other members of your team or department to design distance learning experiences for your students

Once distance learning has begun (this section applies to all Faculty)

- Communicate frequently with students and, as needed, with their parents. Distance learning may require more frequent communication with students and families to clarify expectations, ease anxiety, and answer questions.
- Provide timely feedback to support student learning
- Carefully document conversations with students and parents to ensure accurate record-keeping
- Continue to collaborate with colleagues to enhance the quality of distance learning experiences
- Work with supervisors to review feedback about families’ distance learning experiences and make appropriate adjustments
- Establish a buddy teacher to assist if needed. If teachers are ill, they are expected to provide asynchronous learning for students.
- Update myGDS bulletin board to include distance learning expectations (grades 5 - 12). Lower School teachers should have a week’s worth of distance learning prepared for families at the beginning of each week.
- Run classes for the times designated in the distance learning schedule.
- Engage with students professionally as if teaching in a physical classroom (professional attire, language, setting, etc.)
- Maintain myGDS presence and keep gradebooks up to date (Grades 5-12).
- Attend Division, Department, Grade Level, and Full Faculty meetings via Zoom or other designated platform during distance learning.
- Attend virtual assemblies with students in each division as scheduled by the Division Directors.

- Hold “office hours” by keeping Zoom sessions open during Shared Working Time and the Working Time after each class period as delineated in the distance learning schedule. (Grades 5-12)
- If there is a need to step away from a live Zoom session, an away message should be activated
- Utilize any work day time that isn’t direct student contact time for planning, collaboration, curriculum work, assessment development, etc.
- Attendance -
 - Teachers are expected to take student attendance and enter it into myGDS daily

Learning Resources Teachers

- Support all teachers and teams in the implementation of distance learning
- Continue to offer support for students with learning plans and/or diagnosed learning differences
- Offer to scaffold or modify assignments, as necessary, for students to support subject or classroom teachers
- Communicate regularly and continue to support subject or classroom teachers differentiate lessons and activities for the students
- Communicate regularly with students and their parents to help them have success with distance learning, using Google calendar appointment slots
- Provide supplementary learning activities for students who might benefit from additional practice to close academic and curricular gaps, or for students who need additional enrichment/challenge
- Support students who are absent or cannot participate
- Lead small groups online for study sessions, tutorials, as needed

Counselors

- Serve as liaison for communication with students & families in crisis
- Maintain developmentally appropriate social-emotional resources
- Host office hours at set times to access counseling by phone or FaceTime. Encourage employees, students, parents, and caregivers are encouraged to schedule these meetings as needed.
- Support faculty with well-being tools, conversations, and collaboration
- Support advisors and/or classroom teachers as needed with students who are absent or cannot participate

- Lead small groups online for personal support
- Facilitate weekly divisional parent support sessions

College Counselors

- Continue to provide all regular college counseling services to the student body
- Evaluate timeline for graduation requirements, class credit, and AP testing deadlines
- If needed, help students locate testing centers for AP, ACT and/or SAT
- Host Office Hours at set times for students to call in and access support virtually. Encourage students, parents, and guardians to schedule these meetings as needed.

Librarians

- Collaborate with colleagues to find resources for high-quality distance learning experiences and research
- Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences
- Maintain and update online library site for obtaining resources
- Be available for teachers and students as needed for support

Lower School Specialist Teachers


- Staying mindful of the resources and tools families may or may not have in their homes, develop a bank of projects and activities (including videos) for students and share these with classroom teachers
- Work with classroom teachers to join face to face sessions with students as appropriate
- Collaborate with classroom teachers on how to integrate specialist areas into classroom projects and experiences
- Use any non-student contact time to plan, develop curricula, collaborate, and support other areas of the school

Lower School Classroom Assistant Teachers

- Communicate regularly with classroom teachers to identify ways you can support students and contribute to distance learning

- Monitor student learning and provide feedback to students, as requested by the teachers and teams you support
- Participate in grade-level planning and division meetings
- Use any non-student contact time to plan, develop curricula, collaborate, and support other areas of the school

Tech Support Team

- Manage a [ticketing system](#) for faculty, students, and parents:
 [Help Ticket Form | GDS Tech Team](#)
- Manage an emergency tech hotline daily including evening hours at 336.517.7905
- Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary tools and skills to excel in a distance learning environment
- Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed
- Be available in person or remotely to provide on-demand tech support help
- Audit usage to identify students or parents who may be unavailable or out of reach

Administrative Assistants

- Maintain regular communication with families via email and/or phone to the degree possible
- Continue to schedule meetings, observations, and other appointments for the division director
- Draft and/or proofread correspondence for the division as needed
- Edit and/or proofread teachers' asynchronous lessons or communications as needed
- Provide tech support to teachers as they are able (Zoom, Seesaw, G Suite, myGDS, etc.)
- Support other areas of the school as needed (admissions, advancement, etc.)

Faculty Advisors to Clubs and Other Student Organizations

- Determine what work of the club or organization is absolutely essential for the continuity of the organization
- Communicate expectations about work with all members and division-level administration.

Parents/Caregivers

GDS understands that a shift to a distance learning approach will require our students and families to make adjustments. Yet a continued *partnership* with parents and guardians can play a vital part of ensuring the success of the plan. Division Directors, learning support staff, the technology department, and teachers are all available to support and guide students (and parents/guardians/caregivers) should they need help. Below are some guidelines for parents/guardians/caregivers to help students achieve success with distance learning. Overall, we encourage you to embrace this time at home as a new adventure with great possibilities. *Enjoy your family!*

Establish a Regular Schedule for Your Child & Stay Engaged with their Learning

Once distance learning is initiated by the School, it will be important for parents/guardians/caregivers to help students establish and maintain a *routine and structure* for their day, beginning with a *regular bedtime and wake-up time each day*. While some of our students may want to stay up late and sleep in, establishing a regular school day routine will help your child retain a sense of normalcy and stay engaged in learning. Be sure to help your child *build in “breaks”* during the school day, encouraging them to stand up and move around so they are not remaining sedentary throughout the day. Begin and close each “school day” with a brief *check-in* as well as checking in throughout the day at regular intervals to ensure that your child is successfully engaging in distance learning. Reach out to your child’s teacher if you observe your child struggling to stay focused. Setting *clear expectations* with your child about regular school day hours will help your child maintain a schedule and stay on top of his/her schoolwork.

Create a Study Space for Your Child

Productive learning relies on a conducive environment. We recommend that you create a *separate, quiet space* in your home for your child to study. The family room sofa with close proximity to a television or your child’s bedroom may not be the optimal place for your child to learn. We recommend that you choose an open area in the family living space (kitchen table, dining room, etc.) to *avoid isolating* your child and to allow parents/guardians to monitor your child’s learning and screen activity. A room with *strong wireless connection* will also be important.

Stay in Communication with your Child's Teachers

Your child's teachers and the division directors will maintain regular communication with parents/guardians/caregivers. The frequency of the communications will depend on your child's age, developmental stage, and level of independence. While teachers are available as resources for your child and for you, please keep in mind that our teachers will need to be in regular email communication with all of their families, so we ask that you be mindful when communicating with teachers, strive to be succinct, and focus on the essential. ***Please use email (not texting) as your primary method of contact with teachers.***

Encourage Independence and Allow for Productive Struggle

Stay engaged in your child's learning by asking them questions and having them share their thoughts while ***encouraging their independence*** so they can take ownership of their own learning. Some ***productive struggle is essential*** to learning, so we ask that parents allow their children to grapple with problems and come up with ideas for tackling them. Stepping in too quickly to help solve problems will deprive your child of the opportunity to learn, try new approaches, and gain greater independence and confidence. If your child becomes discouraged and/or overwhelmed by schoolwork, please reach out to your child's teachers, advisors, or counselors.

Help your Child Maintain Social Contact with Peers

It will be very important for your child to stay in social contact (through virtual means) with their friends and peers during distance learning periods. Encourage your child to interact with friends through Facetime/Google Meet or through phone conversations if social distancing is required. They can form study groups created by their teachers or informal groups that they develop on their own. Social interactions, such as virtual lunch buddies, will help your child ***stay connected*** and feel a part of the School community.

Wellness: Encourage Physical Activity and Movement and Monitor Student Stress

Physical movement and exercise are vital to maintaining physical and mental health, reducing stress and anxiety, and improving concentration and focus for more effective learning and retention. Parents should ***monitor student stress levels*** and reach out to the divisional counselor for advice as needed. The health and wellness of our students is of the utmost importance to us, and so we have worked with our PE department to

set aside time during the week for students to maintain a level of activity even if homebound. Parents can partner with the school by *checking in on their child's physical activity* and ensuring that they participate in the activities provided.

Time Management

During certain times in the distance learning schedule, especially Shared Working Time on Fridays, some students may need help with time management. Teachers are available to assist, but it is also important for parents to *ensure that students are spending this time on school work*. Even if a student says that he or she is done with assignments, this is a valuable time to meet with teachers, study with peers, and master the learning outcomes for the course. Students should be actively working during the designated times.

Bandwidth

With the potential of multiple devices being used simultaneously in a home, bandwidth could be taxed. It will be helpful if parents *monitor* so that one user isn't streaming or playing video games (Netflix, Fortnite, etc.) while another is having class via Zoom.

Students

Attendance

Families should email the division assistants to report absences per regular expectations. Attendance will be taken in each course.

Grades

Students will receive grade reports and transcripts. Class grades will be posted on myGDS, or provided via email for Lower School as usual.

Assessments

Teachers will design assessments that are appropriate for the distance learning setting.

Zoom Classes & Conference Behavior & Etiquette

Students should follow the handbook with regards to dress code and discipline expectations. Students will be required to use mute during parts of a lesson or the “raise hand” feature of Zoom. Students will follow expectations communicated by teachers, including not using cell phones during classes.

Honor Code and Responsible Use

The GDS Honor Code and Responsible Use Plan apply to the Distance Learning plan.

We are grateful for the NAIS network. Some parts of this handbook were adapted from:

<https://www.asij.ac.jp/>

<https://www.sidwell.edu/>

LOWER SCHOOL

Lower School Distance Learning will be mostly asynchronous. If parents need a guide for how to manage the day, a possible suggested schedule for Lower School students in grades BT - K and in grades 1-4 is below.

Sample schedule for Age 2 - Kindergarten

Monday	Tuesday	Wednesday	Thursday	Friday
Good Morning! Enjoy a healthy breakfast and family conversation.	Good Morning! Enjoy a healthy breakfast and family conversation.	Good Morning! Enjoy a healthy breakfast and family conversation.	Good Morning! Enjoy a healthy breakfast and family conversation.	Good Morning! Enjoy a healthy breakfast and family conversation.
Early Morning Activities: Suggestions in Seesaw	Early Morning Activities: Suggestions in Seesaw	Early Morning Activities: Suggestions in Seesaw	Early Morning Activities: Suggestions in Seesaw	Early Morning Activities: Suggestions in Seesaw
9:00 Listen to morning meeting message from teacher or join Zoom in person	9:00 Listen to morning meeting message from teacher or join Zoom in person	9:00 Listen to morning meeting message from teacher or join Zoom in person	9:00 Listen to morning meeting message from teacher or join Zoom in person	9:00 Listen to morning meeting message from teacher or join Zoom in person
9:30 Reading and retell – link to storytellers, Seesaw posts from teachers, books provided, depending on age	9:30 Reading and retell – link to storytellers, Seesaw posts from teachers, books provided, depending on age	9:30 Reading and retell – link to storytellers, Seesaw posts from teachers, books provided, depending on age	9:30 Reading and retell – link to storytellers, Seesaw posts from teachers, books provided, depending on age	9:30 Reading and retell – link to storytellers, Seesaw posts from teachers, books provided, depending on age
10:00 Snack and break time – conversation topics provided	10:00 Snack and break time – conversation topics provided	10:00 Snack and break time – conversation topics provided	10:00 Snack and break time – conversation topics provided	10:00 Snack and break time – conversation topics provided

10:30 Number time – age-appropriate activities provided by teachers	10:30 Number time – age-appropriate activities provided by teachers	10:30 Number time – age-appropriate activities provided by teachers	10:30 Number time – age-appropriate activities provided by teachers	10:30 Number time – age-appropriate activities provided by teachers
11:15 Journaling/Art – students write or draw in response to teacher prompt	11:15 Journaling/Art – students write or draw in response to teacher prompt	11:15 Journaling/Art – students write or draw in response to teacher prompt	11:15 Journaling/Art – students write or draw in response to teacher prompt	11:15 Journaling/Art – students write or draw in response to teacher prompt
12:00 Lunch bunch – discussion topics provided	12:00 Lunch bunch – discussion topics provided	12:00 Lunch bunch – discussion topics provided	12:00 Lunch bunch – discussion topics provided	12:00 Lunch bunch – discussion topics provided
12:30 Recess – movement ideas provided	12:30 Recess – movement ideas provided	12:30 Recess – movement ideas provided	12:30 Recess – movement ideas provided	12:30 Recess – movement ideas provided
1:30 Rest, reading, and/or quiet activity time – teachers will provide suggestions	1:30 Rest, reading, and/or quiet activity time – teachers will provide suggestions	1:30 Rest, reading, and/or quiet activity time – teachers will provide suggestions	1:30 Rest, reading, and/or quiet activity time – teachers will provide suggestions	1:30 Rest, reading, and/or quiet activity time – teachers will provide suggestions
2:15 Exploration Time – activities connected to science, music, Mandarin, sustainability, learning about others, etc. provided by teachers and specialists	2:15 Exploration Time – activities connected to science, music, Mandarin, sustainability, learning about others, etc. provided by teachers and specialists	2:15 Exploration Time – activities connected to science, music, Mandarin, sustainability, learning about others, etc. provided by teachers and specialists	2:15 Exploration Time – activities connected to science, music, Mandarin, sustainability, learning about others, etc. provided by teachers and specialists	2:15 Exploration Time – activities connected to science, music, Mandarin, sustainability, learning about others, etc. provided by teachers and specialists

3:00 Teacher Check In/Reflections– Seesaw or call	3:00 Teacher Check In/Reflections– Seesaw or call	3:00 Teacher Check In/Reflections– Seesaw or call	3:00 Teacher Check In/Reflections– Seesaw or call	3:00 Teacher Check In/Reflections– Seesaw or call
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Sample Schedule for Grades 1 - 4

Monday	Tuesday	Wednesday	Thursday	Friday
Good Morning! Enjoy a healthy breakfast.	Good Morning! Enjoy a healthy breakfast.	Good Morning! Enjoy a healthy breakfast.	Good Morning! Enjoy a healthy breakfast.	Good Morning! Enjoy a healthy breakfast.
9:00 - 9:30 Morning Meeting Using Zoom	9:00 - 9:30 Morning Meeting Using Zoom	9:00 - 9:30 Morning Meeting Using Zoom	9:00 - 9:30 Morning Meeting Using Zoom	9:00 - 9:30 Morning Meeting Using Zoom
9:30 - 10:30 Content Area work: Literacy, Math, or specialist area as determined by Lead Teacher	9:30 - 10:30 Content Area work: Literacy, Math, or specialist area as determined by Lead Teacher	9:30 - 10:30 Content Area work: Literacy, Math, or specialist area as determined by Lead Teacher	9:30 - 10:30 Content Area work: Literacy, Math, or specialist area as determined by Lead Teacher	9:30 - 10:30 Content Area work: Literacy, Math, or specialist area as determined by Lead Teacher
10:30 - 11:00 PE/Mindfulness	10:30 - 11:00 PE/Mindfulness	10:30 - 11:00 PE/Mindfulness	10:30 - 11:00 PE/Mindfulness	10:30 - 11:00 PE/Mindfulness
11:00-11:30 Independent Work	11:00-11:30 Independent Work	11:00-11:30 Independent Work	11:00-11:30 Independent Work	11:00-11:30 Independent Work
11:30 - 12:30 Lunch Bunch - discussion topics provided	11:30 - 12:30 Lunch Bunch - discussion topics provided	11:30 - 12:30 Lunch Bunch - discussion topics provided	11:30 - 12:30 Lunch Bunch - discussion topics provided	11:30 - 12:30 Lunch Bunch - discussion topics provided
12:30 - 1:00 or longer Silent Reading	12:30 - 1:00 or longer Silent Reading	12:30 - 1:00 or longer Silent Reading	12:30 - 1:00 or longer Silent Reading	12:30 - 1:00 or longer Silent Reading
1:00 - 3:00 Project work, Genius Hour, etc.	1:00 - 3:00 Project work, Genius Hour, etc.	1:00 - 3:00 Project work, Genius Hour, etc.	1:00 - 3:00 Project work, Genius Hour, etc.	1:00 - 3:00 Project work, Genius Hour, etc.

MIDDLE SCHOOL

The following schedule is designed to allow student learning to continue under a distance learning model in the event of an extended suspension of face-to-face classes. It will be followed by all students grades 5-8. See below for more information about class meetings, advisory, and division work under the distance learning schedule.

Monday Morning Division Meeting - Division teams will meet during this time to discuss plans for the coming week. In the event of a multi-week disruption, this time will be used to adjust schedules or plans as needed based on feedback from the previous week (see Friday Afternoon Division Meeting below)

Morning Advisory - This is a time for students to check in with advisors, organize themselves, and prepare to start their days. Advisors should have an open zoom session for the entirety of the morning meeting time. This is a good time to check in with students about their current progress, their questions about the day, and their general wellness.

Class Meetings - Each regular period meets twice a week under the above model. The 45 minutes set aside for class meeting time should be used for active work within that class, whether that is a brief lecture, presentations, writing workshops, or another model. Each class is followed by a 30 minute block of time set aside for students to work on assignments independently. During the 30 minute working time, students may set up meetings with teachers, chat with peers, or work offline.

Lunch - During lunch there will be no scheduled zoom sessions for classes, though counselors, administrators, and college counselors may have open sessions.

Division Directors Office Hours - During this time, each division director will hold an open virtual meeting and be available for faculty, staff, and students.

Teacher Office Hours - During this time, each teacher will hold an open virtual meeting and be available for faculty, staff, and students.

Wellness Time - In the event of a suspension of face-to-face classes, it is imperative that students remain appropriately active and healthy. This block of time is set aside for students to engage in one of the suggested activities at [this link](#) as prepared by the Physical Education Department.

Friday Morning Advisory/Assembly - This block of time is for advisors to have a longer meeting with students as needed or to run an advising activity. Division Directors may also use this time to have a division assembly.

Shared Working Time/Academic Enrichment -

- During this time, core teachers and the learning resource teacher will support students with assignments, executive functioning, time management, etc.
- During this time students are responsible for completing longer assignments, mastering course learning goals, and preparing for the coming week. This is a good time for reviewing longer virtual labs, meeting individually with students on writing assignments, conducting study or practice groups,

and having reading circles. Individual teachers should not require students to come at a specific time during this block, but are encouraged to discuss this time throughout the course of the week.

- Teachers should establish a regular one hour block of office hours during this four hour window, and should be available to students at other times during this block by appointment.

Friday Afternoon Advisory - Advisors will have open zoom sessions for their advisees during this time. This is a good time to help students plan for the following week, be sure that they understand any school announcements about the following week, and gather student feedback about how the distance learning schedule has been working.

Friday Afternoon Division Meeting - The week will end with a division-level meeting for all faculty and staff with their directors. Faculty should come prepared with feedback about how the week has progressed, and suggestions for any necessary modifications to the following week should the disruption continue. Administrators will discuss all feedback over the weekend and present any potential changes at the following Monday's Divisions Meeting.

Study Halls - During distance learning, structured study halls will no longer meet. If a student needs support in managing workload or time, they should reach out to the Learning Resource Specialist.

8th Grade Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8-9 Division Mtg: Review the Week Schedule Discuss Teacher Feedback	8:00-9:00 Division Directors Office Hours	8:00-9:00 Division Directors Office Hours	8:00-9:00 Division Directors Office Hours	8-9 Grade Level (MS) or Department (US) Team Meeting
9:00 - 9:30 Advising	9:00 - 9:30 Advising	9:00 - 9:30 Advising	9:00 - 9:30 Advising	9:00-10:00 Advising or Assembly
9:30-10:15 Class A Core	9:30-10:15 Class E PE	9:30-10:15 Class A Core	9:30-10:15 Class E PE	
10:15 - 10:45 Students working independently	10:15 - 10:45 Students working independently	10:15 - 10:45 Students working independently	10:15-10:45 Students working independently	10:00 - 2:00 Academic Enrichment/ Shared Working Time/Lunch
10:45 - 11:30 Class B Core	10:45 - 11:15 Class F Visual Art/Music	10:45 - 11:30 Class B Core	10:45 - 11:15 Class F Visual Art/Music	
	11:15 - 11:45 Class F Visual Art/Music		11:15 - 11:45 Class F Visual Art/Music	
11:30 - 12:00 Students working independently	11:30 - 12:00 Students working independently	11:30 - 12:00 Students working independently	11:30 - 12:00 Students working independently	
	11:45 - 12:00 Students working independently		11:45 - 12:00 Students working independently	
12:00 - 1:00 lunch	12:00 - 1:00 lunch	12:00 - 1:00 lunch	12:00 - 1:00 lunch	
1:00-1:45 Class C Core	1:00-1:45 Class G World Lang or Academ Enrich	1:00-1:45 Class C Core	1:00-1:45 Class G World Lang or Academ Enrich	
1:45-2:15 Students working independently	1:45-2:15 Students working independently	1:45-2:15 Students working independently	1:45-2:15 Students working independently	
2:15-3:00 Class D Core	2:15-3:30 Wellness Time	2:15-3:00 Class D Core	2:15-3:30 Wellness Time	2:00-3:00 Advisory (student feedback/weekly roundup)
3:00- 3:30 Students working independently		3:00- 3:30 Students working independently		3:00-4:00 Division Meeting Review Student Feedback

7th Grade Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8-9 Division Mtg: Review the Week Schedule Discuss Teacher Feedback	8:00-9:00 Division Directors Office Hours	8:00-9:00 Division Directors Office Hours	8:00-9:00 Division Directors Office Hours	8-9 Grade Level (MS) or Department (US) Team Meeting
9:00 - 9:30 Advising	9:00 - 9:30 Advising	9:00 - 9:30 Advising	9:00 - 9:30 Advising	9:00-10:00 Advising or Assembly
9:30-10:15 Class A Core	9:30-10:15 Class E Core	9:30-10:15 Class A Core	9:30-10:15 Class E Core	
10:15 - 10:45 Students working independently	10:15 - 10:45 Students working independently	10:15 - 10:45 Students working independently	10:15-10:45 Students working independently	10:00 - 2:00 Academic Enrichment/ Shared Working Time/Lunch
10:45 - 11:30 Class B Core	10:45 - 11:30 Class F World Lang or Academ Enrich	10:45 - 11:30 Class B Core	10:45 - 11:30 Class F World Lang or Academ Enrich	
11:30 - 12:00 Students working independently	11:30 - 12:00 Students working independently	11:30 - 12:00 Students working independently	11:30 - 12:00 Students working independently	
12:00 - 1:00 lunch	12:00 - 1:00 lunch	12:00 - 1:00 lunch	12:00 - 1:00 lunch	
1:00-1:45 Class C Core	1:00-1:30 Class G Music/Visual Arts	1:00-1:45 Class C Core	1:00-1:30 Class G Music/Visual Arts	
1:45-2:15 Students working independently	1:30-2:00 Class G Music/Visual Arts		1:30-2:00 Class G Music/Visual Arts	
	2:00 - 2:15 Students working independently	2:00 - 2:15 Students working independently		
2:15-3:00 Class D PE	2:15-3:30 Wellness Time	2:15-3:00 Class D PE	2:15-3:30 Wellness Time	2:00-3:00 Advisory (student feedback/weekly roundup)
3:00- 3:30 Students working independently		3:00- 3:30 Students working independently		3:00-4:00 Division Meeting Review Student Feedback

6th Grade Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	
8-9 Division Mtg: Review the Week Schedule Discuss Teacher Feedback	8:00-9:00 Division Directors Office Hours	8:00-9:00 Division Directors Office Hours	8:00-9:00 Division Directors Office Hours	8-9 Grade Level (MS) or Department (US) Team Meeting	
9:00 - 9:30 Advising	9:00 - 9:30 Advising	9:00 - 9:30 Advising	9:00 - 9:30 Advising	9:00-10:00 Advising or Assembly	
9:30-10:15 Class A PE	9:30-10:15 Class E Core	9:30-10:15 Class A PE	9:30-10:15 Class E Core		
10:15 - 10:45 Students working independently	10:15 - 10:45 Students working independently	10:15 - 10:45 Students working independently	10:15-10:45 Students working independently	10:00 - 2:00 Academic Enrichment/ Shared Working Time/Lunch	
10:45 - 11:30 Class B World Lang or Academ Enrich	10:45 - 11:30 Class F Core	10:45 - 11:30 Class B World Lang or Academ Enrich	10:45 - 11:30 Class F Core		
11:30 - 12:00 Students working independently	11:30 - 12:00 Students working independently	11:30 - 12:00 Students working independently	11:30 - 12:00 Students working independently		
12:00 - 1:00 lunch	12:00 - 1:00 lunch	12:00 - 1:00 lunch	12:00 - 1:00 lunch		
1:00-1:30 Class C Visual Art.Music	1:00-1:45 Class G Core	1:00-1:30 Class C Visual Art.Music	1:00-1:45 Class G Core		
1:30 - 2:00 Class C Visual Art.Music		1:30 - 2:00 Class C Visual Art.Music	1:45-2:15 Students working independently		
2:00-2:15 Students working independently	1:45-2:15 Students working independently	2:00-2:15 Students working independently			
2:15-3:00 Class D Core	2:15-3:30 Wellness Time	2:15-3:00 Class D Core	2:15-3:30 Wellness Time		2:00-3:00 Advisory (student feedback/weekly roundup)
3:00- 3:30 Students working independently		3:00- 3:30 Students working independently			3:00-4:00 Division Meeting Review Student Feedback

5th Grade Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8-9 Division Mtg: Review the Week Schedule Discuss Teacher Feedback	8:00-9:00 Division Directors Office Hours	8:00-9:00 Division Directors Office Hours	8:00-9:00 Division Directors Office Hours	8-9 Grade Level (MS) or Department (US) Team Meeting
9:00 - 9:30 Advising	9:00 - 9:30 Advising	9:00 - 9:30 Advising	9:00 - 9:30 Advising	9:00-10:00 Advising or Assembly
9:30-10:00 Class A Music/Visual Arts	9:30-10:15 Class E	9:30-10:00 Class A Music/Visual Arts	9:30-10:15 Class E	10:00 - 2:00 Academic Enrichment/ Shared Working Time/Lunch
10:00 - 10:30 Class A Music/Visual Arts	10:15 - 10:45 Students working independently	10:00 - 10:30 Class A Music/Visual Arts	10:15 - 10:45 Students working independently	
10:30 - 10:45 Students working independently		10:30 - 10:45 Students working independently		
10:45 - 11:30 Class B PE	10:45 - 11:30 Class F	10:45 - 11:30 Class B PE	10:45 - 11:30 Class F	
11:30 - 12:00 Students working independently	11:30 - 12:00 Students working independently	11:30 - 12:00 Students working independently	11:30 - 12:00 Students working independently	
12:00 - 1:00 lunch	12:00 - 1:00 lunch	12:00 - 1:00 lunch	12:00 - 1:00 lunch	
1:00-1:45 Class C	1:00-1:45 Class G	1:00-1:45 Class C	1:00-1:45 Class G	
1:45-2:15 Students working independently	1:45-2:15 Students working independently	1:45-2:15 Students working independently	1:45-2:15 Students working independently	
2:15-3:00 Class D World Lang or Academ Enrich	2:15-3:30 Wellness Time	2:15-3:00 Class D World Lang or Academ Enrich	2:15-3:30 Wellness Time	2:00-3:00 Advisory (student feedback/weekly roundup)
3:00- 3:30 Students working independently		3:00- 3:30 Students working independently		3:00-4:00 Division Meeting Review Student Feedback

UPPER SCHOOL

The following schedule is designed to allow student learning to continue under a distance learning model in the event of an extended suspension of face-to-face classes. It will be followed by all students grades 9-12. See below for more information about class meetings, advisory, and division work under the distance learning schedule.

Monday Morning Division Meeting - Division teams will meet during this time to discuss plans for the coming week. In the event of a multi-week disruption, this time will be used to adjust schedules or plans as needed based on feedback from the previous week (see Friday Afternoon Division Meeting below)

Morning Advisory - This is a time for students to check in with advisors, organize themselves, and prepare to start their days. Advisors should have an open zoom session for the entirety of the morning meeting time. This is a good time to check in with students about their current progress, their questions about the day, and their general wellness.

Class Meetings - Each regular period meets twice a week under the above model. The 45 minutes set aside for class meeting time should be used for active work within that class, whether that is a brief lecture, presentations, writing workshops, or another model. Each class is followed by a 30 minute block of time set aside for students to work on assignments independently. During the 30 minute working time, students may set up meetings with teachers, chat with peers, or work offline.

Lunch - During lunch there will be no scheduled zoom sessions for classes, though counselors, administrators, and college counselors may have open sessions.

Division Directors Office Hours - During this time, each division director will hold an open virtual meeting and be available for faculty, staff, and students.

Wellness Time - In the event of a suspension of face-to-face classes, it is imperative that students remain appropriately active and healthy. This block of time is set aside for students to engage in one of the suggested activities at [this link](#) as prepared by the Physical Education Department.

Friday Morning Advisory/Assembly - This block of time is for advisors to have a longer meeting with students as needed or to run an advising activity. Division Directors may also use this time to have a division assembly.

Shared Working Time - During this time students are responsible for completing longer assignments, mastering course learning goals, and preparing for the coming week. This is a good time for reviewing longer virtual labs, meeting individually with students on writing assignments, conducting study or practice groups, and having reading circles. Individual teachers should not require students to come at a specific time during this block, but are encouraged to discuss this time throughout the course of the week.

Teachers should establish a regular one hour block of office hours during this four hour window, and should be available to students at other times during this block by appointment.

Music Ensembles

The three music ensemble courses which meet outside of the regular schedule (Noteworthy, Jazz Band, and Chamber Music) will meet once weekly during the Shared Working Time on Friday from 10:05-10:50.

Friday Afternoon Advisory - Advisors will have open zoom sessions for their advisees during this time. This is a good time to help students plan for the following week, be sure that they understand any school announcements about the following week, and gather student feedback about how the distance learning schedule has been working.

Friday Afternoon Division Meeting - The week will end with a division-level meeting for all faculty and staff with their directors. Faculty should come prepared with feedback about how the week has progressed, and suggestions for any necessary modifications to the following week should the disruption continue. Administrators will discuss all feedback over the weekend and present any potential changes at the following Monday's Divisions Meeting.

(Sample)Distance Learning Schedule: Upper School

Monday	Tuesday	Wednesday	Thursday	Friday
8-9 Division Mtg: Review the Week Schedule Discuss Teacher Feedback	8:00-9:00 Division Directors Office Hours	8:00-9:00 Division Directors Office Hours	8:00-9:00 Division Directors Office Hours	8-9 Grade Level (MS) or Department (US) Team Meeting
9:00 - 9:30 Advising	9:00 - 9:30 Advising	9:00 - 9:30 Advising	9:00 - 9:30 Advising	9:00-10:00 Advising or Assembly
9:30-10:15 Class A	9:30-10:15 Class E	9:30-10:15 Class A	9:30-10:15 Class E	10:00 - 2:00 Shared Working Time & Lunch
10:15 - 10:45 Students working independently	10:15 - 10:45 Students working independently	10:15 - 10:45 Students working independently	10:15-10:45 Students working independently	2:00-3:00 Advisory (student feedback/weekly roundup)
10:45 - 11:30 Class B	10:45 - 11:30 Class F	10:45 - 11:30 Class B	10:45 - 11:30 Class F	3:00-4:00 Division Meeting Review Student Feedback
11:30 - 12:00 Students working independently	11:30 - 12:00 Students working independently	11:30 - 12:00 Students working independently	11:30 - 12:00 Students working independently	
12:00 - 1:00 lunch	12:00 - 1:00 lunch	12:00 - 1:00 lunch	12:00 - 1:00 lunch	
1:00-1:45 Class C	1:00-1:45 Class G	1:00-1:45 Class C	1:00-1:45 Class G	
1:45-2:15 Students working independently	1:45-2:15 Students working independently	1:45-2:15 Students working independently	1:45-2:15 Students working independently	
2:15-3:00 Class D	2:15-3:30 Wellness Time	2:15-3:00 Class D	2:15-3:30 Wellness Time	
3:00- 3:30 Students working independently		3:00- 3:30 Students working independently		

APPENDIX: Short Term Schedule for Grades 5-12

This special schedule will only be used in unusual circumstances and will allow all students to see each of their teachers briefly in a single day. See below for more information about class meetings, advisory, and division work under the distance learning schedule. Under this model, MS grades will normally run their Monday schedules.

9:00-9:30	Advising
9:35-9:50	A Period Check-in
9:55-10:10	B Period Check-in
10:15-10:30	C Period Check-in
10:35-10:50	D Period Check-in
10:55-11:10	E Period Check-in
11:15-11:30	F Period Check-in
11:35-11:50	G Period Check-in
11:50-12:50	Lunch
12:50-2:30	Shared Working Time

Morning Advisory - This is a time for students to check in with advisors, organize themselves, and prepare to start their days. Advisors should have an open zoom session for the entirety of the morning meeting time. This is a good time to check in with students about their current progress, their questions about the day, and their general wellness.

Class Check-ins- Each regular period meets for a 15 minute check-in during the short term distance learning model. This is a time for teachers to answer any questions students might have about assignments from before the suspension of face-to-face classes, do a quick practice lesson, or get them ready to do a small assignment so that learning may continue.

Lunch - During lunch there will be no scheduled zoom sessions for classes, though counselors, administrators, and college counselors may have open sessions.

Shared Working Time - During this time students are responsible for completing assignments, mastering course learning goals, and preparing for the return to school. All teachers should be available for this period, and students may meet virtually with teachers as they need. This is a good time for reviewing longer virtual labs, meeting individually with students on writing assignments, conducting study or practice groups, and having reading circles. Individual teachers should not require students to come at a specific time during this block, but are encouraged to discuss this time throughout the course of the week.