

EWS DISTANCE LEARNING PLAN

I. Overview

The faculty, staff, and leadership of The Emery/Weiner School are committed to providing a high-quality, student-centered education even in the event of an extended campus closure.

Several sources were used in the development of this distance learning plan. We were able to review plans designed by our peers and by international schools who have been closed for some time, and we have applied lessons learned through their experience. We were also able to draw on the collective knowledge and expertise of our faculty, who are already adept at using the vast array of digital tools that are available to them.

Much like our on-campus program, our distance learning plan includes both synchronous and asynchronous learning experiences. Synchronous learning refers to activities that require students and faculty to be engaged in learning at the same time, while asynchronous learning activities can be completed at any time. Under this plan, synchronous learning will require the use of Google Meet, our chosen video conferencing platform. We are aware that even at its best, video conferencing is no substitute for a live classroom. With this in mind, our faculty has been encouraged and trained to provide high-quality asynchronous learning experiences in the event that we implement our distance learning plan. As you are well aware, our teachers currently employ a wide range of asynchronous projects and homework assignments that are highly effective and easily adapted to an online learning platform.

Our faculty is ready for the challenges of online learning, but the success of this plan rests on the commitment of both students and parents. **Our campus may be closed under this plan, but school will be in session.** Students will be expected to attend any required online sessions, to reach out to teachers for help when necessary, and to complete and submit all assignments by posted deadlines. Our faculty will continue to plan clear learning objectives, to employ well-designed learning activities, and provide regular feedback. Regular communication and responsiveness on the part of all students, parents, and teachers will be vital.

The goal of this plan is to provide curricular continuity and a healthy routine for our students. Our program is exceptional with regard to our experiential and student-centered learning practices. We acknowledge and accept that distance learning can never fully replace the on-campus experience that defines the *Emery Difference*. However, we also believe our faculty's creative, student-centered approach to instruction leaves us uniquely prepared to meet the challenges of distance learning.

School leadership will continuously monitor student engagement and student work, and we will regularly gather feedback from faculty, students, and parents. We will assess the effectiveness of our plan and make adjustments when necessary.

II. Roles and Responsibilities (School)

Leadership Team	<ul style="list-style-type: none"> • Develop 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 to student learning.
Learning Support Specialists	<ul style="list-style-type: none"> • Partner with classroom teachers to accommodate the online learning curriculum they are providing to the learning support students on their caseload. • Be available to parents, students, and teachers regarding the intersection of the distance learning plan and the student's general academic learning plan. • Recommend to parents and teachers other online learning platforms learning support students might be able to access at this time (e.g., IXL, Khan Academy, etc.).
Counselors	<ul style="list-style-type: none"> • Create and/or curate developmentally appropriate videos regarding self-regulation, anxiety, and/or wellness strategies that students can practice during this time of distance learning. • Provide developmentally appropriate information that includes resources regarding anxiety, isolation, health and wellbeing particular to grade level(s). • Respond to counseling needs of students, as needed. • Conduct online coffee talks for parents as needed/when possible.

College Counselors	<ul style="list-style-type: none"> • Ensure continuity of the processing of student files for college applications. • Support school advocacy with colleges, College Board, and other external bodies to ensure campus closure and its effects are understood.
Librarian	<ul style="list-style-type: none"> • Be available to students and teachers to provide support in the use of online research databases and the like.
Online Tech Support Team	<ul style="list-style-type: none"> • Provide timely response to student, family, and faculty requests regarding technology issues. • Hold virtual tech support and tech education sessions for parents, students, and faculty as needed

Roles and Responsibilities (Students)

Students: <ul style="list-style-type: none"> • Dedicate appropriate time to course work, including balance of school and break times, screen time, etc. • Create a workspace free of distractions • Check Blackbaud and school email each morning for information on courses, assignments, and resources • Attend office hours sessions when needed • Adhere to the honor code • Submit all assignments in accordance with timelines and due dates • Adhere to all community norms and behavioral expectations as outlined in the student handbook and Ten Commitments at all times 	
Questions related to: A course, an assignment, a resource	Contact: Relevant teacher - use email or scheduled office hours
A technology issue/request	Jblice@emeryweiner.org
Any other issue related to distance learning	Middle School Dean of Students: Jolitzki@emeryweiner.org Head of Middle School: Kwhite@emeryweiner.org

	Upper School Dean of Students: Daboulafia@emeryweiner.org Head of Upper School: Nbarber@emeryweiner.org
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Roles and Responsibilities (Parents)

Parents: <ul style="list-style-type: none"> Although parents will play an important role in setting their child up for success, we do not expect parents to assume the primary role in their child's education. In the interest of preserving and developing our students' independence, we have developed the distance learning plan in a way that requires minimal parent involvement. Ensure that all students have access to a laptop, wifi, and a distraction-free workspace conducive to learning Work with your child to establish a healthy daily routine, including regular wake-up and bedtimes, focused time for academic work, and time for off-screen and outdoor activity. Take an active role in monitoring assignments and progress on Blackbaud by checking in with your child daily about their current tasks, assignments, and assessments. Engage your child in conversation about their school work. Ask your child to provide a brief summary of their work and their learning in each class daily. Encourage regular communication with teachers and participation in optional help sessions Communicate regularly with teachers and school leadership, especially if your child is struggling with their distance learning experience academically, socially, or emotionally. If your child is unable to be present for synchronous learning experiences or to complete an assignment due to illness, injury, or related reasons, please reach out to the appropriate teacher. 	
Questions related to: A course, an assignment, a resource	Contact: Relevant teacher - use email
A technology issue/request	Slabrie@emeryweiner.org Iventura@emeryweiner.org
Any other issue related to distance learning	Middle School Dean of Students: Jolitzki@emeryweiner.org Head of Middle School: Kwhite@emeryweiner.org Upper School Dean of Students: Daboulafia@emeryweiner.org

	Head of Upper School: Nbarber@emeryweiner.org
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General Guidelines for Distance Learning (Faculty)

Resources & Assignments:

- Post all assignments, deadlines, and necessary resources for the day by 8:00 am each day. Make sure to post a link to the Google Meet session in the Assignment for that day.
- Respond to email within a 24 hour period.

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 the classroom setting.
- Clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines (email, Blackbaud, document,...)
- Active monitoring of your email for questions and communications from students/families.
- Be available during designated Office Hour(s)/small group discussions

Offline work:

- Avoid requiring printing and/or scanning. All tasks must be completed on a device or uploaded as a picture.
- Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, or photo and video content that can be shared online.

Work time:

- Strictly follow the divisional guidelines for time and schedule.
- 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 learning experiences.

Deadlines:

- Provide students ample time to complete assignments. More time than you would usually provide in class may be necessary for 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.

Files:

- Post documents, links, and resource materials to Blackbaud.
- Avoid email submissions. Consider requiring all submissions to take place through Blackbaud or as a shared Google Document posted to Blackbaud.

III. Middle School

In order to provide structure, accessibility to teachers, and shared expectations for workload, the Middle School will follow the Day 9 and Day 10 rotation.

Time	Day 9	Day 10
9:10 - 10:20 am	A Period	E Period
10:35 - 11:45 am	B Period	F Period
12:40 - 1:50 pm	C Period	G Period
2:05 - 3:15 pm	D Period	H Period

On Day 9, A, B, C, and D period classes will be considered in session. On Day 10, E, F, G, and H period classes will be considered in session. **Instruction for classes that are in session may include both synchronous and asynchronous learning, which means that classes will not necessarily “meet” at the times above as they would during a normal school day.** Rather, the times listed above are simply those designated for any synchronous learning activities that may occur during the implementation of the Distance Learning Plan. These times also provide a rough guideline for the time a student should spend on coursework for a given course (70 minutes alternating days/140 or 210 minutes per week). Instructions and expectations for the day's class sessions will be posted on Blackbaud no later than 8:00 am each morning. Instructions will include learning objectives, assignments, due dates, and any digital resources students will need to complete the required assignments.

Content and Timing:

The Distance Learning Plan in Middle School will include engaging experiences for each scheduled class students have on their regular school schedule for that day. With several lessons to engage in each day, teachers will account for the increased demand that will be required of students as they are engaging in this type of independent distance learning.

When synchronous learning is not occurring during designated class times, teachers will be available to meet with individual students by appointment. Students wishing to schedule a meeting should contact their teacher via email. Emails should be sent through EWS email addresses to ensure receipt.

Please use the Assignment Center to post Assignments and include the resources for the assignment and a link to any Google Meet session.

Synchronous Learning

All synchronous learning activities will take place in online video conference sessions using Google Meet. If a synchronous class session is required or offered for the day, the expectations will be noted in the Assignment Center in the Assignment that is posted for a course and a link to the Google Meet session will be shared in the Assignment. Examples of synchronous learning sessions may include:

- Virtual classes: students may be invited or required to participate in a virtual mini-lesson during the regularly scheduled class period.
- Ha'ashara/Office Hours: teachers may offer Ha'ashara-style individual or small-group help sessions to support students in the completion of required asynchronous learning tasks.

Asynchronous Learning

Our faculty employ a variety of asynchronous learning activities daily, and they will continue to do so in a variety of ways under this plan. Examples of asynchronous learning sessions include:

- Recorded lessons: Using screencasting software or voice-over features in PowerPoint, teachers may create virtual lessons that are posted to Blackbaud. Students will be required to give the recorded lesson their full attention as they would in a live classroom.
- Reading assignments: Teachers may assign reading for the day with a writing prompt. Students may be asked to submit a brief response through Google Drive or the discussion feature on Blackbaud.

- Math Problems: Students may be assigned a set of math problems to be completed on paper at home. Students will then photograph their work and submit it through Google Drive.
- Digital Presentations: Students may be asked to work individually or collaboratively to complete a digital presentation on a given topic. Students may use video editing software, PowerPoint, and voice-over to record and submit their presentation through Google Drive.
- Online assessment: Students complete an online quiz or test, or submit a longer writing assignment through TurnItIn or Google Drive.
- Links to online lessons and resources: Teachers will make use of the vast array of online resources, such as IXL, Khan Academy, BrainPOP, online textbooks, NoRedInk, Quizlet, Youtube, etc.
- If students are required to engage in a project or extended application of learning, the project will be broken down into smaller actions/outcomes with deliverables/check-ins for each lesson.
- Teachers will respond to student and parent emails/questions within 24 hours.

Assessment and Progress Monitoring

- Non-graded formative and practice tasks:
 - Students will provide evidence of learning for each subject and lesson as a check for understanding.
 - Teachers will provide students with ongoing and regular feedback on their evidence of learning.
- Graded summative tasks:
 - Graded summative tasks that are performance-based will include a rubric and/or checklist shared with students as part of the task overview.

IV. Upper School

In order to provide structure and accessibility to teachers, as well as expectation of workload, the Upper School will follow the Day 9 and Day 10 rotation.

Time	Day 9	Day 10
9:10 - 10:20 am	A Period	E Period

10:35 - 11:45 am	B Period	F Period
12:40 - 1:50 pm	C Period	G Period
2:05 - 3:15 pm	D Period	H Period

On Day 9, A, B, C, and D period classes will be considered in session. On Day 10, E, F, G, and H period classes will be considered in session. **Instruction for classes that are in session may include both synchronous and asynchronous learning, which means that classes will not necessarily “meet” at the times above as they would during a normal school day.** The maximum amount of time a student should expect to devote to any one class over the course of a week will be limited to three hours for On Level and Honors classes, and four hours for Advanced and AP classes. Instructions and expectations for the day’s class sessions will be posted on Blackbaud no later than 8:00 am each morning. Instructions will include learning objectives, assignments, due dates, and any digital resources students will need to complete the required assignments. Please use the Assignment Center to post Assignments and include all resources for the assignment and a link to any Google Meet session. Plans for synchronous learning should be communicated at least 24 hours ahead of time.

Content and Timing:

The Distance Learning Plan in Upper School will include engaging experiences for each scheduled class students have on their regular school schedule for that day. With several lessons to engage in each day, teachers will account for the increased demand that will be required of students as they are engaging in this type of independent distance learning.

When synchronous learning is not occurring during designated class times, teachers will be available to meet with individual students upon request. Students wishing to schedule a meeting should contact their teacher via email. Emails should be sent through EWS email addresses to ensure receipt.

Please use the Assignment Center to post Assignments and include all resources for the assignment and a link to any Google Meet session.

Synchronous Learning

All synchronous learning activities will take place in online video conference sessions using Google Meet. If a synchronous class session is required or offered for the day, the expectations will be noted at least 24 hours ahead of the live session, and a link to the Google Meet session will be shared at that time. Examples of synchronous learning sessions may include:

- Virtual classes: students may be invited or required to participate in a virtual mini-lesson during the regularly scheduled class period.
- Office Hours: teachers may offer Office Hours-style individual or small-group help sessions to support students in the completion of required asynchronous learning tasks.

Asynchronous Learning

Our faculty employ a variety of asynchronous learning activities daily, and they will continue to do so in a variety of ways under this plan. Examples of asynchronous learning sessions include:

- Recorded lessons: Using screencasting software or voice-over features in PowerPoint, teachers may create virtual lessons that are posted to Blackbaud. Students will be required to give the recorded lesson the same attention they would in a live classroom.
- Reading assignments: Teachers may assign reading for the day with a writing prompt. Students may be asked to submit a brief response through Google Drive or the discussion feature on Blackbaud.
- Math Problems: Students may be assigned a set of math problems to be completed on paper at home. Students will then photograph their work and submit it through Google Drive.
- Digital Presentations: Students may be asked to work individually or collaboratively to complete a digital presentation on a given topic. Students may use video editing software, PowerPoint, and voice-over to record and submit their presentation through Google Drive.
- Online assessment: Students complete an online quiz or test, or submit a longer writing assignment through TurnItIn or Google Drive.
- Links to online lessons and resources: Teachers will make use of the vast array of online resources, such as IXL, Khan Academy, BrianPOP, online textbooks, NoRedInk, Quizlet, Youtube, etc.
- If students are required to engage in a project or extended application of learning, the project will be broken down into smaller actions/outcomes with deliverables/check-ins for each lesson.
- Teachers will respond to student and parent emails/questions within 24 hours.

Assessment and Progress Monitoring

- Non-graded formative and practice tasks:
 - Students will provide evidence of learning for each subject and lesson as a check for understanding.
 - Teachers will provide students with ongoing and regular feedback on their evidence of learning.
- Graded formative and summative tasks:

- Formative and summative assessments may look different than traditional assessments in a classroom setting (i.e. quizzes, tests and exams). Teachers will provide students with detailed descriptions of what will be assessed as well as how mastery of content and skills will be assessed.

V. Distance Learning Platforms

Student Tools

Blackbaud link: <https://emeryweiner.myschoolapp.com/>

Google Suite

Link to Google Drive: <https://accounts.google.com/signin>

Link to Google Hangouts & Chat: [Student Instructions](#)

Microsoft Suite

Outlook link: <https://outlook.office365.com/mail/>

Office link: <https://www.office.com/>

Teacher Tools

Additional teaching tools can be found in MS Jagbook and US Daily (Blackbaud, Groups).

Teachers may share additional tools with colleagues in the shared Padlet.

Blackbaud link: <https://emeryweiner.myschoolapp.com/>

All instructions for Blackbaud tools is located on the Bulletin Board of MS Jagbook and US Daily Groups

Google Suite

Link to Google Drive: <https://accounts.google.com/signin>

Link to Google Hangouts & Chat: [Teacher Instructions](#)

Link Distance Learning Strategies with G-Suite: [Distance Learning Strategies](#)

Microsoft Suite

Outlook link: <https://outlook.office365.com/mail/>

PowerPoint instructions on how to make a recording: [Recording Presentations](#)

Office link: <https://www.office.com/>

Screencast-o-matic (recording lessons)

- Link: [Screencast-o-matic](#)
- Link: [Instructions on how to use Screencast-o-matic](#)