

## **Shattuck-St. Mary's Distance Learning Plan Spring 2020**

### **Overview of Guiding Principles**

At Shattuck-St. Mary's School, we are proud to deliver our high-quality education and fulfill our mission as a global learning community devoted to producing citizens of integrity for an ever changing world. Now more than ever we will all need to embrace innovation and think creatively as we work together to continue to grow and learn as a community. We are also proud that we will be able to do so under such exceptional circumstances. Distance learning will allow the School to remain in session and students to continue their education even when students are unable to physically attend classes due to our need to practice social distancing.

Our faculty have been working tirelessly to prepare for our transition to distance learning. They are building appropriate online content and other distance learning experiences to engage our students and to promote collaboration. Our COE Directors, teachers, and coaches are also building experiences to continue the learning and training our students need in these specialized areas. Our support staff of advisors, learning specialists, college counselors, and guidance counselors are also all ready to teach, support, and guide our students and families through this challenging time. Our faculty and staff are also committed to learning through this crisis so that when we return to normal operations, we will have a deeper understanding of blended learning, personalization of learning, alternative assessment practices, and supporting our students through challenges.

Rather than trying to recreate our classes as they currently exist in an online environment, we will be asking ourselves what are the most important things our students need to learn to progress in their education and their growth as human beings. Our teachers will focus on major learning objectives and create intentional assignments that help our students work toward those goals. Through this experience, our students will continue to develop critical thinking, reading comprehension, writing skills, research and resource analysis skills, and problem solving skills.

Still, we know our students will experience school differently. Distance learning will not be the same as what we do here on campus on a daily basis. We still expect our students to "show up" to school by engaging in the learning experiences our teachers, coaches, and counselors are building and by reaching out for help when they struggle. We will continue to help students develop the same time management and self-advocacy skills we support in our students when they are on campus.

The purpose of this document is to outline how SSM will offer distance learning. Our distance learning model is not self-paced; teachers will move all students through the course experience day-by-day or week-by-week. There will be flexibility within each teacher's pacing to account for the difference in time zones and the different personal situations of each of our students.

Finally, we understand that this is a difficult time for everyone. This understanding means that all of our community members - faculty, staff, students, and families - will need to show flexibility, compassion, and patience during this time.

Thank you for your support as we work to provide continuity of learning for SSM's students during this difficult time. Please do not hesitate to reach out to the administration, your child's advisor, or the faculty with questions as we work together to ensure our students are able to continue to grow and learn through the remainder of the term.

## **Important Terms and Definitions**

Throughout the next few weeks and possibly months, we will use several terms that might be new to our students and families. Here are a few to help everyone in our community build a common vocabulary:

- *Asynchronous* and *synchronous* are common adjectives used to describe some aspects of online and distance learning. Asynchronous learning experiences include those experiences and activities that can take place at any time. They do not rely on the teacher and student to be connected online at the same time. Synchronous learning experiences include any engagement between teachers and students when they are connected online at the same time, working and learning together.
- *Online Learning Platforms* or *Learning Management Systems* (LMS) is software used to manage course syllabi, develop learning tasks, house and deliver content, and track assignment submissions. SSM uses Moodle as our primary LMS.
- *Engagement* is our primary concept for managing attendance. Since not all of our students can be in the same place at the same time, our understanding of attendance must change. Our teachers will be looking for daily engagement from students but will monitor that in different ways depending on the grade level of the students.

Although faculty and students will be working from locations around the globe, we are committed to providing students with opportunities to engage with their teacher and their classmates at established times throughout the week. This blend of asynchronous and synchronous learning is similar to the way course content is presented in the blended classes offered at the Upper School.

## **Distance Learning Plan**

The SSM Distance Learning Plan includes:

- Asynchronous learning strategies to ensure the opportunity to learn for all students in all time zones.
- Synchronous elements to support learning and help foster connections between students.

- Flexible timeline for content delivery and assignment submission to account for the needs of students in varying time zones.
- A commitment to monitoring and improving of this plan and the student experience throughout its implementation.

Our commitment to monitoring the SSM Distance Learning Plan and student experience will include the following strategies:

- Data on student engagement from digital learning platforms such as Moodle, Aleks, Google Drive, and WebAssign.
- Performance tracking through our normal process via PowerSchool.
- Feedback from students, parents, and teachers to help us understand how the plan is impacting students, family, and teacher experiences so that we can make improvements going forward.
- Review of Moodle course pages to support teachers and students in maintaining alignment of learning objectives between distance learning courses and our normal plans for Spring term coursework.

This SSM Distance Learning Plan will define the following:

- Implementation procedures to conduct school remotely until resumption of normal operations.
- Expectations required of teachers, students, and families for the successful continuation of student learning and family communication.
- Divisional Plans that address developmentally appropriate and meaningful student learning experiences in both the Middle and Upper School divisions.

## **Distance Learning Platforms at SSM**

The following online platforms support both distance learning and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering content remotely:

- Moodle, Google Drive, Panopto, and Zoom are the online Distance Learning platforms used in the Middle School (6-9) and Upper School (10-PG). Students unable to access Google Drive will be allowed to submit work by uploading documents to Moodle or via email.
- Google, Moodle, Zoom, and Office 365 tools (e.g., email, shared docs, OneNote, Microsoft Teams) are faculty online collaboration platforms for remote instructional planning.
- College Prep Algebra and Trigonometry and Intermediate Algebra will continue to use Aleks in their mathematics curriculum. Physics classes will continue to use WebAssign.

In addition to the above resources, we encourage faculty, students, and parents to contact [Mark.Olson@s-sm.org](mailto:Mark.Olson@s-sm.org) for any tech related question and to expect a response within 24 hours.

## Roles and Responsibilities of the School

Leadership team	<ul style="list-style-type: none"> <li>● Develop appropriate plans for distance learning.</li> <li>● Communicate with faculty/staff and families.</li> <li>● Support faculty/staff and families during distance learning.</li> <li>● Ensure effective implementation of distance learning plan.</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>● Collaborate with colleagues to design curriculum for students in accordance with divisional plans.</li> <li>● Develop high-quality student learning experiences.</li> <li>● Communicate with and provide timely feedback to students.</li> <li>● Communicate with families, as necessary.</li> <li>● Be available for office hours at least 60 minutes each weekday to interact live with students, answer questions, and provide an opportunity for student interaction.</li> </ul>
Advisors	<ul style="list-style-type: none"> <li>● Communicate with each advisee individually at least once a week through Zoom.</li> <li>● Correspond with all advisee families via email at least once a week.</li> <li>● Monitor academic progress of each advisee in partnership with teachers.</li> <li>● Assist in answering questions from advisee families.</li> </ul>
CAA Learning Specialists	<ul style="list-style-type: none"> <li>● Communicate with the families of students on their caseload the first week to make sure they understand how tutoring will work while we are distance learning.</li> <li>● Communicate with students and their teachers to ensure access to curriculum and to support the student as they work through the content of the distance learning lessons.</li> <li>● Meet with students enrolled in tutoring services to provide organizational support, help with assignments, and help with managing the challenges of distance learning.</li> <li>● Check in with students with a 504 Plan who do not use tutoring services to ensure that their accommodations are followed by their teachers in the distance learning model and their learning needs are met.</li> </ul>
School Psychologist and Guidance Counselor	<ul style="list-style-type: none"> <li>● Curate a collection of developmentally appropriate resources on time management, anxiety, isolation, and health and wellbeing strategies that students, faculty, and staff can utilize during this difficult time.</li> <li>● Create counseling lessons that students could complete at home based on our established Health and Wellness curriculum.</li> <li>● Maintain contact with students and families on their</li> </ul>

	<ul style="list-style-type: none"> <li>caseload.</li> <li>● Respond to counseling needs of students, as needed.</li> </ul>
College Counselors	<ul style="list-style-type: none"> <li>● Ensure continuity of the processing of student college applications.</li> <li>● Continue to work with seniors and their families by recording college admissions decisions and helping provide guidance as needed to seniors and their families as they make decisions on where to matriculate in the future.</li> <li>● Conduct individual meetings with juniors and their family to help get them started on the application process, discuss testing plans, and to help generate lists of suggested schools.</li> <li>● Support school advocacy with colleges, the NCAA, the College Board, ACT, and other external bodies to ensure the impact of the transition to distance learning and its effects on our students are understood.</li> </ul>
Academic COE Directors	<ul style="list-style-type: none"> <li>● Develop high-quality student learning experiences.</li> <li>● Communicate with and provide timely feedback to students.</li> <li>● Support students in their ongoing individual project work and help facilitate presentation of the projects at the end of the term.</li> <li>● Communicate with families, as necessary.</li> </ul>
Athletic COE Directors and Staff	<ul style="list-style-type: none"> <li>● Communicate with student athletes regarding sport specific training.</li> <li>● Communicate with Athletic Trainers about ongoing injury rehab.</li> <li>● Communicate and collaborate with Athletic Trainers about Strength and Conditioning programs specific to each sport.</li> <li>● Communicate with families as necessary.</li> <li>● Provide feedback for student athletes as needed via the head coach, assistant, or director of coaching.</li> <li>● Assist in the college recruitment process.</li> <li>● Foster team unity, chemistry, and accountability through consistent interaction with the student athletes.</li> </ul>
Tech Support Team	<ul style="list-style-type: none"> <li>● Provide timely responses to student, family, and faculty requests regarding technology issues.</li> </ul>
AP, SAT, ACT, and TOEFL Testing Coordinators	<ul style="list-style-type: none"> <li>● Remain in contact with the testing agencies.</li> <li>● Communicate information from ACT and the College Board to the Administrative Team, College Counselors,</li> </ul>

	students, and families as it becomes available.
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**Roles and Responsibilities for Students and Families**

<p>Students</p>	<ul style="list-style-type: none"> <li>● Identify a comfortable and <a href="#">quiet space</a> to study/learn.</li> <li>● Engage in all coursework posted with academic integrity.</li> <li>● Set a schedule that allows you to dedicate appropriate time to learning, comparable to a school day or as guided by your teacher. Seek support from your advisor, teacher, or family if you need help doing this.</li> <li>● Check Moodle daily for information on courses, assignments, and resources.</li> <li>● Attend, as much as possible, the regular synchronous engagements offered by each teacher.</li> <li>● Submit all assignments in accordance with provided timeline and/or due dates.</li> <li>● Contact the relevant teacher with questions about a course, assignment, or resource.</li> <li>● Meet with your advisor weekly for check-ins via video or audio conference.</li> <li>● Contact the Assistant Head of School for Academics, <a href="mailto:Karen.Scheel@s-sm.org">Karen.Scheel@s-sm.org</a>, or the Academic Dean, <a href="mailto:Daniel.Ray@s-sm.org">Daniel.Ray@s-sm.org</a>, with all other questions related to distance learning.</li> <li>● Contact <a href="mailto:Mark.Olson@s-sm.org">Mark.Olson@s-sm.org</a> as soon as possible with questions about tech issues or access to Moodle and PowerSchool.</li> <li>● Ensure your own social and emotional balance by practicing healthy habits. Reach out to your advisors, <a href="mailto:Jody.Koch@s-sm.org">Jody.Koch@s-sm.org</a>, or <a href="mailto:Robert.Gutwein@s-sm.org">Robert.Gutwein@s-sm.org</a> if you need help with this.</li> </ul>
<p>Families</p>	<p><a href="#">Support</a> your children in their learning environment by:</p> <ul style="list-style-type: none"> <li>● Providing an environment conducive to learning (access to technology, quiet space during study hours).</li> <li>● Engaging in conversations about posted materials, assignments, and the overall experience of distance learning.</li> <li>● Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening).</li> <li>● Encouraging attendance, as much as possible, to the regular synchronous engagements offered by each of your child’s teachers.</li> <li>● Support emotional balance by providing ample room and</li> </ul>

	<p>time for reflection, physical activity, conversation, and play.</p> <ul style="list-style-type: none"> <li>● Contact the relevant teacher with questions about a course, assignment, or resource.</li> <li>● Contact <a href="mailto:Mark.Olson@s-sm.org">Mark.Olson@s-sm.org</a> with questions about tech issues or access to Moodle and PowerSchool or concerns about hardware and internet access.</li> <li>● Contact <a href="mailto:Patrick.Schaefer@s-sm.org">Patrick.Schaefer@s-sm.org</a> or <a href="mailto:Heather.Morehead@s-sm.org">Heather.Morehead@s-sm.org</a>, our Upper and Middle School Directors, with all other questions related to distance learning.</li> <li>● Contact one of the above people if your family has limited and/or variable online access to technology and internet that will impact your child's ability to engage with the Distance Learning Program.</li> <li>● If you are concerned about your child's health and wellbeing, please contact our school guidance counselors, <a href="mailto:Jody.Koch@s-sm.org">Jody.Koch@s-sm.org</a>, or <a href="mailto:Robert.Gutwein@s-sm.org">Robert.Gutwein@s-sm.org</a>.</li> </ul>
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## General Guidelines for Distance Learning for Faculty

<p>When designing distance learning experiences, the faculty are considering the following guidelines and constraints:</p> <p><b>Feedback:</b></p> <ul style="list-style-type: none"> <li>● Timely feedback is essential to student learning; this is especially true in online learning environments where students are unable to ask questions as they normally would in a classroom setting.</li> <li>● Clear communication regarding where/how students should ask questions and seek clarification specific to assignments, lessons, and/or deadlines (e.g., email, Moodle chat, Zoom chat).</li> <li>● Active monitoring of email for questions and communications from students/families.</li> <li>● Working to carefully schedule real-time office hours as help sessions for students in different time zones.</li> </ul> <p><b>Offline work:</b></p> <ul style="list-style-type: none"> <li>● Avoid requiring printing. All tasks should be able to be completed on a device or on paper and uploaded as a picture or pdf.</li> <li>● Consideration of offline activities in 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.</li> </ul> <p><b>Deadlines:</b></p> <ul style="list-style-type: none"> <li>● Provide students ample time to complete their assignments. They may require more</li> </ul>
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time than usually provided in class since they will not have the same access to immediate help and feedback while working at a distance.

- Keep tasks simple and directions clear to make sure students understand what they are required to do.
- Break larger projects into steps with clearly defined deadlines for the completion of each portion of the project.

**Bandwidth and Files:**

- Considering the size of the files to be downloaded by students; students' WIFI access may have limited bandwidth which could present challenges if they need to download large files.
- Keeping the size of embedded video files small and avoid HD quality.
- Whenever possible, posting only PDF or Word documents as they are universal and are often easier to convert.