



# **Distance Learning Plan**

*With appreciation to the American School in Japan  
Last Updated: August 2020*

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## **Distance Learning at Graded**

Graded recognizes the value of in-person, relationship-based learning and acknowledges that distance learning is not intended to serve as replacement but rather in times of necessity, can be utilized to leverage value learning away from school. The distance learning plan provides guidelines and insights about how Graded faculty will utilize digital and experiential learning away from campus.

At the core of Graded's approach to distance learning is the belief we should think differently about our priorities when responding to challenging circumstances, and we should embrace new opportunities for students to learn in authentic, meaningful ways.

# Graded Distance Learning: Communication Channels & Technology

Below are the forms of communication and tools you can expect to use during a “distance learning” event:

Channel	Audience	Description & Access
Email or Video Message	Faculty, Students, and Parents	<p>Email will be used for all major communications and announcements, including those from the superintendent and divisional principals. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well. In some instances, messages may be provided via video recording. The tools for this channel are:</p> <ul style="list-style-type: none"> <li>• <b>Gmail:</b> The online email platform used for internal and external communication to Graded staff, faculty, and students. <a href="#">Link Here</a></li> <li>• <b>Zoom:</b> A web-based video conferencing tool with a local, desktop client and a mobile app that allows users to meet online, with or without video. <a href="#">Link Here</a></li> </ul>
Learning Management Systems (LMS) & Student Information Systems (SIS)	Faculty, Students, and Parents	<p>Systems that enable teachers and students to interact, present materials, organize classes, control assignments and take attendance, among other functions. The tools used for such are:</p> <ul style="list-style-type: none"> <li>• <b>Google Classroom:</b> Teaching and learning platform that enables online classrooms, so teachers can create and share content and documents in addition to creating, grading, and commenting on assignments, this is the main tool for Grades 3, 4, 5 and HS faculty and students. <a href="#">Link Here</a></li> </ul>

		<ul style="list-style-type: none"> <li>● <b>SeeSaw:</b> Teaching and learning platform that enables online classrooms, so teachers can create and share content and documents in addition to creating, grading, and commenting on assignments, this is the main tool for Grades K5 to 2 faculty and students. <a href="#">Link Here</a></li> <li>● <b>PowerSchool - Faculty Portal:</b> Student information system teacher's online portal, where a teacher can manage their agenda, take attendance, reserve resources, manage lessons, and more. <a href="#">Link Here</a></li> <li>● <b>PowerSchool - Student Portal:</b> Student information system student's online portal, where a student can manage their agenda, check their classes, and reports, etc. <a href="#">Link Here</a></li> <li>● <b>PowerSchool - Parent Portal:</b> Student information system parent's online portal, where a parent can manage their child's agenda, check notifications, request Student Logistics, check grades and reports, etc. <a href="#">Link Here</a></li> </ul>
School Website	Faculty, Students, and Parents	Graded will maintain general information for the public at <a href="http://www.graded.br">www.graded.br</a> .

**Additional Tools:**

Tool	Audience	Description
Google Docs	All Staff, Faculty, and Students	Online word processor platform can be used to write, edit, and share documents by single or multiple users. <a href="#">Link Here</a>
Google Sheets	All Staff, Faculty, and Students	Online spreadsheet platform can be used to write, edit, and share spreadsheets by single or multiple users. <a href="#">Link Here</a>

Google Slides	All Staff, Faculty, and Students	Online presentation editing platform can be used to write, edit, and share presentations by single or multiple users. <a href="#">Link Here</a>
Google Forms	All Staff, Faculty, and Students	Online forms platform used for creating polls and surveys online by single or multiple users. <a href="#">Link Here</a>
Google Drive	All Staff, Faculty, and Students	Online file sharing platform can be used to share online documents (from G Suite Applications) or other types of files (e.g., images, spreadsheets, compacted files). <a href="#">Link Here</a>
Zoom	Faculty and Students	Web-based video conferencing tool with a local, desktop client and a mobile app that allows users to meet online, with or without video. <b>Zoom</b> users can choose to record sessions, collaborate on projects, and share or annotate on one another's screens, all with one easy-to-use platform. <a href="#">Link Here</a>

## Access to Systems from Off-Campus

### How will Graded ensure that students have access to these systems when working off-campus?

In the event that a campus closure seems likely, teachers will attempt to ensure all students in grades 2 through 12 take their devices and chargers home. Lower School students in grades 2-5 will be issued school-owned Chrome books. In the event that they do not have a school-owned device, it is possible for students to access the learning platforms using personal and family-owned devices such as phones, computers, and iPads.

# Guidelines for Graded Teachers

The guidelines provided below are designed to assist teachers in developing their distance learning experiences.

*With permission from Global Online Academy:*

## **1. Know your students' technological capabilities and what support is available to them.**

It's important to know what kind of online learning work is possible for students to do while away from school, and to develop fair and reasonable accommodations for those students who may not be able to complete all work online. This is a time to utilize tools that students are familiar with rather than introducing new technological platforms.

## **2. Utilize the divisional online learning hub.**

Just as students know they can find you in your classroom or your office, they should know where to find you and your coursework online. Your hub should have links to essential content, the best way(s) to reach you, and a calendar or pacing guide for coursework. What's important is that students don't have to struggle to find what they need to know and be able to do. A great test: Can you tell your students where to go online by sending them a single link?

Graded hubs are:

- Lower School: [SeeSaw](#) (K5 - 2nd Grade) and [Google Classroom](#) (3rd to 5th Grades)
- Middle School: [Unified Classroom](#)
- High School: [Google Classroom](#)

## **3. Communicate often, clearly, and consistently.**

Consider how you typically communicate with students and, if possible, use the same space and vehicle that you would have used when school was open. This is what students will be expecting. Did you email your students? Send announcements via [Unified Classroom](#), or [Google Classroom](#)? Leverage social media? Do the same now. Communicate daily. Keep your communications focused, clear, and simple with actionable tasks and items students need to know.

## **4. If possible, gather students for synchronous meetings.**

When it comes to student engagement and learning, relationships online matter as much as, if not more than, in person. During times when school is

closed, students might be able to gather for synchronous learning times via video chat tools like [Google Chat](#) or [Google Meet](#). If school is closed and students are all in the same time zone, it's reasonable to suggest meeting in an online space at a set time. However, if students are across multiple time zones, you may want to connect students asynchronously (see #5). You should also offer Office Hours for students to connect with you individually. Post your availability prominently in your learning hub (see #2).

### **5. Create opportunities for asynchronous connection.**

When school is closed and students are spread across multiple time zones, it's still possible to connect students to one another asynchronously. Teachers may use LMS discussion forums or tools like [Flipgrid](#), [VoiceThread](#) and [Padlet](#) to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time. Post a prompt based on a reading or playlist previously assigned, and give students a set timeframe to post and respond to each other. For group projects, students can leverage tools like [Google Drive](#) to collaborate asynchronously. For extended closures of weeks or months, you may consider more robust chat tools like [Slack](#) (for students 16 or over) or [Twist](#).

### **6. When it comes to content, be a curator, not a dumper.**

[Jennifer Gonzalez](#) asks teachers to consider how much content they deliver by considering how they organize and present it. She offers guidelines, strategies, and tools to assist with curation of content. She writes, "When we dump a lot of information on a person at once, we are working against their brain." As we address deeper learning at Graded we know that cognitive load theory suggests that the brain can only take in so much at once. "When we're presented with a whole bunch of information, our brains have to ignore some in order to process the rest. Eventually, if too much keeps coming at us, we reach the point of cognitive overload, where we get more than we can handle." Consider leveraging screencasting tools like [Loom](#) to help create simple, short tutorials that show students how to navigate online spaces, how to use a certain tool, or how to digest online content.

### **7. Think creatively and strategically about assessment.**

Assessment is one of the most challenging aspects for teachers new to online learning. An effective way to check for understanding online is to use asynchronous formative assessments. One example is [EdPuzzle](#), where you can create short interactive quizzes for students based on online content you create or curate. Proctoring a test can be impractical in online learning. We encourage teachers to imagine more project-based summative assessments where students individually or collaboratively complete writing assignments, design infographics, make presentations via video, or complete oral assessments via

video chat. [Check out 10 assessments you can perform in 90 seconds.](#) A lot of these you can do in online spaces. Here are [75 digital tools](#) teachers use to support formative assessment.

## **8. Be intentional and explicit about timing and pacing.**

Design concise, organized weekly plans for your students with clear deadlines and explanations of coursework. Simple tables designed in a document or a LMS work perfectly for this. Be mindful of volume and pacing. If you and your students are new to online learning, you will all need extra time to learn how to find things and do them well. More isn't always better; it's sometimes just more. Give students more time to do fewer, richer assignments rather than try to assign and collect work at every opportunity. You can find an example of Global Online Academy (GOA) pacing guides [here](#) and [here](#). Make a copy and edit if either examples are helpful for your course.

Here is another [example of an Online Learning Weekly Design](#) that you can consider as you blend asynchronous, synchronous, and of-line learning in your lesson and unit design.

## **9. Ask students for feedback.**

A common question from teachers moving online is, "How will I know how my students are doing?" In traditional classrooms, teachers are constantly paying attention to students and responding to implicit needs about the learning environment, often passively or subconsciously. In an online setting, it's important to intentionally design channels to receive that same type of feedback. Beyond observing their contributions to online discussions and how/when they're turning in assignments, proactively seek their insights about online learning. Two simple questions to start: What is working for you in this mode of learning? What's not working? Leverage a Google Form or another survey tool, or simply send an email and invite responses. Listen to what students say and make tweaks to your planning as needed. Integrate feedback as part of your own learning process.

## **10. Create opportunities for personalization.**

Just as we differentiate for learners in the classroom, so should we create multiple learning pathways in online spaces. Online learning gives students the opportunity to learn at different paces, something [Khan Academy](#) and [RazKids](#) discovered early and emphasized in their video content. Online learning is also an opportunity to give students voice and choice.

## **11. Recognize the importance of student support.**

Student support in online spaces looks different than in a physical school building. Make sure students are “showing up” and engaging in the learning process. Create moments throughout a week when students “check-in,” either by turning in work, meeting with you/others, or contributing to online discussion. Especially if school is closed during a difficult time, recognize this may be a traumatic time for students or colleagues. Reach out to students individually, check in with the students' other teachers, collaborate with administrators on students of concern, and keep parents in the communications loop.

## **12. Keep parents informed.**

Consider how you typically communicate with parents. Try to maintain the same routines if possible. Use the channels or vehicles that you typically use for parent communication. Recognize parents are trying to support their students and may need advice for helping students manage online learning. After all, if students are new to managing their own learning or doing online learning, parents may feel they need their own tools to support students. Keep the communication simple, with clear, actionable ways parents can support their students.

## **13. Reflect on your role as a teacher in virtual spaces.**

It's important to help students connect to a sense of purpose, express autonomy, and work towards mastery even in online spaces. Help students locate their intrinsic motivation and keep interest alive in your course. Consider your own role as a facilitator of learning rather than a holder of knowledge. [This piece from Education Reimagined](#) by a high school student could be a source of inspiration.

## **14. Connect with colleagues and share strategies that work.**

Be intentional about staying connected to colleagues, not just to communicate information, but to support each other. Share with each other specific strategies that are working. Use the same tools you use to work with students to teach colleagues how you are structuring or designing learning experiences. When the school does reopen, we recommend meeting as a team to reflect on the school's online learning plans to readjust if and when there is another school closure. While not ideal, creating well laid out plans will help schools handle, if necessary, subsequent closures.

# Guidelines for Graded Parents

*The transition to distance learning will be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with distance learning, while others may struggle. The ten guidelines provided below are intended to help parents think about ways to help their children be successful within a distance learning environment.*

## **1. Establish routines and expectations.**

At school, your child is used to having set routines for lessons, classes, and lunch. One way to help your child at home is to create a set routine, whenever possible. We suggest students begin their studies at the designated time on their schedule, just as if they were on campus. Keep normal bedtime routines for younger children and expect the same from your MS- and HS-aged students, too. (Don't let them stay up late and sleep in!) We strongly encourage families to set these routines as soon as distance learning is implemented.

## **2. Define the physical space for your child's study.**

Giving students a dedicated workspace helps them stay organized, and reinforces that they are in school-mode. Making sure the workspace is in a quiet environment can help your child focus; music, television, pets, and other children can cause unnecessary distractions. We recommend this workspace be a public/family space, not in a child's bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where parents are present and monitoring their children's learning.

## **3. Monitor communications from your child's teachers.**

Teachers will communicate with parents, when and as necessary, through email. The frequency and detail of these communications will be determined by your child's ages, maturity, and their degree of independence. Graded wants parents to contact their child's teachers. However, we ask parents to remember that teachers will be communicating with dozens of other families, if not 100+, and that communications should be essential, succinct, and self-aware. We also encourage parents to have their children explain the Learning Management Systems (e.g., SeeSaw, PowerSchool, Google GSuite) teachers are using.

#### **4. Begin and end each day with a check-in.**

Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask:

- What are you learning today?
- What are your learning targets or goals?
- How will you spend your time?
- What resources or support do you need?

Parents may even consider co-creating a visual checklist that includes checkboxes. This tool is an excellent way to stay organized and teaches students how to plan their work independently. Also, it can help you support your child as they complete their assignments.

This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents (that's normal!), but they should nevertheless. As mentioned in tip #1, establish these check-ins as regular parts of each day.

#### **5. Take an active role in helping your child process and own their learning.**

In the course of a regular school day at Graded, your child engages with other students or adults dozens, if not hundreds, of times. These social interactions are opportunities for processing, extending, and consolidating learning. Asking your child questions about their schoolwork is a great way to stay involved and during distance learning, it can be even more beneficial for your child's studies. Ask specific questions when you are asking your child about their assignments.

Here are some examples of specific questions:

1. What is one interesting thing you learned today in [math]?
2. Can you show me how you solved your most challenging activity today?
3. What do you need help with today?
4. What is one thing that you know today that you didn't know yesterday?
5. What are two things that other classmates asked during your live meeting?

Studies show that students learn more when they talk about or explain what they are learning. So, don't worry if you don't understand all of the content in your child's lessons. Letting them explain it to you is an opportunity for your child to build confidence in what they've learned. They should feel free to do so in English or your home language.

## **6. Encourage physical activity and/or exercise.**

In school, your child has natural breaks between classes, that's why reminding them to take breaks between assignments is a great idea. We recommend five to fifteen minutes of off-screen breaks per hour, as well as a few "recess" breaks for younger students.

Graded's physical education teachers will recommend activities or exercises, but it is important for parents to model and encourage exercise, too! Break-time is a perfect time to be physically active; encourage your child to stand up and stretch, take a walk outside, or play catch for 15 minutes. It can do wonders in maintaining academic focus. You may even want to consider planning extra time outdoors in the evenings.

Also, think also about how your children can pitch in more around the house with chores or other responsibilities. Don't let your child off the hook – expect them to pitch in!

## **7. Remain mindful of your child's stress or worry.**

One thing is for certain: Graded is implementing this plan in response to unique circumstances. This can be a time of uncertainty for everyone and it is imperative for you to help your children manage the worry, anxiety, and range of emotions they may experience. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide.

## **8. Keep your children social, but set rules around their social media interactions.**

Social interaction is an important part of your child's well-being, and during distance learning, they may be experiencing less interaction than they are used to. Please remind your child to reach out to their classmates and friends from school. Having your child meet friends in person when possible is one way for them to have social interactions and a break from screen time. And even though you will be working to balance screen time with school and social interactions, reaching out by phone, video chat, or email are ways for them to stay socially connected with friends and classmates.

If you have an older student, keep in mind that they will rely more on social media to communicate with friends. Social media apps such as SnapChat, Instagram, WhatsApp, Telegram, TikTok, or Facebook are not official, school-sanctioned channels of communication. Graded asks parents to monitor

their child's use of social media. Remind your child to be polite, respectful, and appropriate in their communications and to represent your family's values when interacting with others. A student's written words and tone can sometimes offend or cause harm to others.

# Roles & Responsibilities During Distance Learning

Many stakeholders contribute to the effective implementation of Graded's Distance Learning Plan (DLP). The roles and responsibilities of school personnel, students, and parents are delineated below.

## School Personnel

Team	Roles & Responsibilities
Senior Leadership Team	<ul style="list-style-type: none"> <li>• Create and distribute Graded's Distance Learning Plan.</li> <li>• Establish clear channels of communication between faculty, staff, families, and students.</li> <li>• Support faculty and students/families shifting to a distance learning environment.</li> <li>• Help teachers implement DLP and ensure high quality learning experience for all students.</li> <li>• Provide time for teacher collaboration that will support consistent implementation of our distance learning plan.</li> <li>• Regularly solicit and analyze feedback from students, teachers, and families and use results to make adjustments as necessary.</li> </ul>
Teaching and Learning Office	<ul style="list-style-type: none"> <li>• Support all teachers and teams in the implementation of Graded's DLP.</li> <li>• Provide tools, models and examples for designing and implementing outstanding distance learning units and lessons.</li> <li>• Share and recommend techniques for providing feedback to students and designing new methods to assess student learning.</li> <li>• Support teachers and teams in developing strategies to differentiate their instruction.</li> </ul>
Subject or Homeroom Teachers	<ul style="list-style-type: none"> <li>• Collaborate with other members of your team or department, including OLS and ELL, to design distance learning experiences for your students.</li> <li>• Communicate frequently with your students and, as needed, with their parents.</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide timely feedback to support your students' learning.</li> <li>● Utilize the guidelines for Graded teachers shared earlier in the DLP and how to implement them.</li> </ul>
<p>Learning Support Teachers</p>	<ul style="list-style-type: none"> <li>● Communicate regularly with the subject or classroom teachers who teach the students on your caseload.</li> <li>● Offer to scaffold or modify assignments, as necessary, based on their personal student support plan, for students on your caseload to support subject or classroom teachers.</li> <li>● Help subject or classroom teachers differentiate lessons and activities for the students on your caseload.</li> <li>● Communicate regularly with students and/or their parents on your caseload to ensure they have success with distance learning.</li> </ul>
<p>ELL Teachers</p>	<ul style="list-style-type: none"> <li>● Collaborate with co-teachers to design learning experiences that teach the students in your caseload.</li> <li>● Provide supplementary learning activities for ELL students as needed. These may be directly linked to classroom lessons or customized to additional language learning goals.</li> <li>● Communicate regularly with students in your caseload and/or their parents to ensure they have success with distance learning.</li> <li>● Monitor the progress of students in your caseload and provide timely feedback.</li> </ul>
<p>Advisory Teachers (MS and HS)</p>	<ul style="list-style-type: none"> <li>● Provide guidance and support for students to aid in monitoring and supporting student well-being.</li> <li>● Administer wellness surveys to gather data on student well-being.</li> <li>● Use virtual platforms (<a href="#">Google Hangouts</a> or <a href="#">Meet</a>) to conduct advisory check-ins with students.</li> </ul>
<p>Social Emotional Counselors</p>	<ul style="list-style-type: none"> <li>● Serve as liaison for communication with students/families in crisis.</li> <li>● Maintain a bank of social-emotional lessons.</li> <li>● Tailor recommendations to the specific crises: Does the time of year affect the planning?; Do the</li> </ul>

	<p>events of the crisis require any special handling?; and what are talking points for teachers or advisors?</p> <ul style="list-style-type: none"> <li>• Host digital office hours at set times for students to access counseling sessions virtually.</li> <li>• Students, parents, and guardians encouraged to schedule these meetings as needed.</li> </ul>
College Counselors	<ul style="list-style-type: none"> <li>• Evaluate timeline for graduation requirements, and class credit</li> <li>• If needed, help students locate testing centers near them for SAT.</li> <li>• Host office hours at set times for students to call in and access support virtually.</li> <li>• Encourage students, parents, and guardians to schedule these meetings as needed.</li> </ul>
IB Coordinators (including EE, CAS and ToK)	<ul style="list-style-type: none"> <li>• Continue providing reminders to students of due dates and processes for uploading IB coursework and materials.</li> <li>• Host digital office hours at set times for students to access support virtually.</li> <li>• Check in with EE supervisors to ensure they are meeting with their students.</li> <li>• Communicate any official IBO updates in regards to IB Examinations.</li> <li>• Support teachers with IB related questions.</li> </ul>
Librarians	<ul style="list-style-type: none"> <li>• Collaborate with colleagues to find resources for high-quality distance learning experiences and research.</li> <li>• Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences.</li> <li>• Maintain and update online library sites for obtaining resources.</li> <li>• Be available for teachers and students, as needed, for support.</li> </ul>
K-5 Specialist Teachers	<ul style="list-style-type: none"> <li>• Physical Education – Develop a bank of exercises, physical activities, and competitions for students and share these with classroom teachers and families.</li> </ul>

	<ul style="list-style-type: none"> <li>● Art – Develop a bank of projects and activities for students and families, staying mindful of the resources and tools they are likely to have available in their home.</li> <li>● Music – Develop a bank of activities for students and share these with classroom teachers and families, staying mindful of the instruments or resources families may not have in their home.</li> <li>● Communicate regularly with your students and provide timely feedback to them.</li> <li>● Collaborate with classroom teachers on how to integrate music, art, and physical education into classroom projects and experiences.</li> <li>● Provide opportunities for students, staff and parents to access materials from the libraries' print collections.</li> </ul>
Teaching Assistants	<ul style="list-style-type: none"> <li>● Communicate regularly with classroom teachers to identify ways you can support students and contribute to this DLP.</li> <li>● Monitor student learning and provide feedback to students, as requested by the teachers and teams you support.</li> </ul>
Tech Support Team	<ul style="list-style-type: none"> <li>● Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary manuals to excel in a distance learning environment.</li> <li>● Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed.</li> <li>● Be available, in-person or remotely, to provide on-demand tech support help.</li> <li>● Audit usage to identify students or parents who may be unavailable or out-of-reach.</li> </ul>

## Students

Team	Roles & Responsibilities
Students	<ul style="list-style-type: none"> <li>● Establish daily routines for engaging in the learning experiences (e.g., 8:00 am start).</li> <li>● Identify a comfortable, quiet space in your home where you can work effectively and successfully.</li> <li>● Regularly monitor online platforms (e.g., <a href="#">Unified Classroom</a>, <a href="#">Google Classroom</a>, email) to check for announcements and feedback from your teachers.</li> <li>● Complete assignments with integrity and academic honesty, doing your best work.</li> <li>● Meet timelines, commitments, and due dates.</li> <li>● Communicate proactively with your teachers if you require additional support.</li> <li>● Collaborate and support your Graded peers in their learning.</li> <li>● Comply with Graded’s Acceptable Use Policy (<a href="#">LARK</a>), including expectations for online etiquette.</li> <li>● Proactively seek out and communicate with adults at Graded as different needs arise.</li> </ul>

## Parents

Team	Roles & Responsibilities
Parents	<p>Provide support for your children by adhering to the following guidelines:</p> <ul style="list-style-type: none"> <li>● Establish routines and expectations.</li> <li>● Define the physical space for your child’s study.</li> <li>● Monitor communications from your child’s teachers.</li> <li>● Begin and end each day with a check-in.</li> <li>● Take an active role in helping your child process their learning.</li> <li>● Encourage physical activity and/or exercise.</li> <li>● Remain mindful of your child’s stress or worry.</li> <li>● Keep your child social, but set rules around their social media interactions.</li> </ul>

## **Pre-primary (K3, K4, and K5)**

After receiving initial notice from the superintendent about school closure and timelines, families will receive an email from the LS principal with division-specific information.

The primary tools for communication between teachers and families will be the weekly News from the Nest parent newsletter and email. Distance learning for Pre-primary children will remain holistically-focused on broad language, cognitive, physical, and social-emotional development. Learning activities and experiences will emphasize interaction and creativity. These activities will require minimal technology or specialized materials.

The Pre-primary faculty will provide parents with:

- Recommended activities and experiences targeted at certain skills;
- Novel prompts responsive to current conditions designed to encourage children and families to engage with their environment and setting;
- Art and creative design ideas intended to provide children opportunities to process their experiences while developing cognitive, language and fine motor skills; and
- Suggested enhancements to daily experiences to support holistic development.

## Pre-primary: Approximate Time Frames for Learning

Approximate Time per Day	Subject Area
20+ minutes	Emergent literacy activities, games, and challenges focused on language development, vocabulary, comprehension, and phonological awareness.
20+ minutes	Emergent numeracy activities, games, and challenges focused on counting, sorting, and patterning.
20+ minutes	Holistically-focused activities, games, and challenges to support cognitive, physical, and social-emotional development.
Additional Learning Suggestions	<p>Distance learning offers opportunities to explore and develop new skills or pursue sustained or extended projects.</p> <ul style="list-style-type: none"> <li>● Learning a new board game or skill.</li> <li>● Practicing mindfulness/yoga/breathing exercises.</li> <li>● Exploring a new interest or passion.</li> </ul>

## Pre-primary: Student Schedule

Teachers will have daily class meetings, group meeting times based on age, and individual meetings with each child via video conferencing twice a week. Students will need to use a family computer or device. We recommend a touch screen tablet for ease of use. A sample schedule is below, the detailed schedule for each class will be shared by the classroom teacher.

**Pre-primary ABC Schedule**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:50	Morning Meeting (Zoom)	Morning Meeting (Zoom)	Morning Meeting (Zoom)	Morning Meeting (Zoom)	Morning Meeting (Zoom)
8:50-9:20	PPA Lib PPB Mus PPC SEL	PPA PE PPB SEL PPC PE	PPA Music PPB PE PPC PE	PPA PE PPB PE PPC Lib	PPA SEL PPB Lib PPC Music
9:20-9:30	Break	Break	Break	Break	Break
9:30-10:00	K3 Group Time K4 Literacy Activity K5 Literacy Activity	K3 Group Time K4 Literacy Activity K5 Literacy Activity	K3/4/5 Literacy Activity	K3 Group Time K4 Literacy Activity K5 Literacy Activity	K3 Group Time K4 Literacy Activity K5 Literacy Activity
10:00-10:30	K4 Group Time K3 Math Activity K5 Math Activity	K3 Group Time K3 Math Activity K5 Math Activity	K3/4/5 Math Activity	K4 Group Time K3 Math Activity K5 Math Activity	K3 Group Time K3 Math Activity K5 Math Activity
10:30-12:00	K3/4/5 Home Activity and Choice Board  Student Check ins: 10:40: 11:00:  11:40 12:00	K3/4/5 Home Activity and Choice Board  Student Check ins: 10:40: 11:00:  11:40: 12:00:	K3/4/5 Home Activity and Choice Board  Student Check ins: 10:40: 11:00:  11:40: 12:00:	K3/4/5 Home Activity and Choice Board  Student Check ins: 10:40: 11:00:  11:40: 12:00:	K3/4/5 Home Activity and Choice Board  Student Check ins: 10:40: 11:00:  11:40: 12:00:
12:30-1:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:15-1:30	Reading / Writing Workshop	Reading / Writing Workshop	Reading / Writing Workshop	Reading / Writing Workshop	Reading / Writing Workshop
1:30-2:15	K5A Port K5B Port		K5B STEM K5B Port K5C Port		K5C Port
2:20-3:05	K5C Port	K5A Port	K5C STEM	K5A STEM K5A Port K5B Port	
3:05-3:30	Choice Board	Choice Board	Early Dismissal	Choice Board	Choice Board

## **Lower School (1st to 5th Grade)**

### **Lower School Priorities & Considerations**

After receiving initial notice from the superintendent about school closure and timelines, families will receive an email from the LS principal with division-specific information.

The primary tools for communication between teachers and families will be the News from the Nest parent newsletter, email, [Seesaw](#) for grades 1-2 and [Google Classroom](#) for grades 3-5. Students will have both off- and on-screen learning activities designed to engage LS learners in experiences that connect to current curriculum. Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in grades 1-2 will need higher levels of support than students in grades 3-5.

## Lower School: Approximate Time Frames for Learning

Approximate Time per Day	Grade 1 and Grade 2
25-30 minutes	Reading/Writing (Science/Social Studies connections as appropriate)
20-25 minutes	Mathematics
20-25 minutes	Science/Social studies-related experiences and/or integrated projects
25-30 minutes	Portuguese
Approximate Time per Day	Grades 3-5
30-40 minutes	Reading (Science/Social studies connections as appropriate)
30-40 minutes	Writing (Science/Social studies connections as appropriate)
30-40 minutes	Mathematics
20-30 minutes	Science/Social studies related experiences and/or integrated projects
30-40 minutes	Portuguese
Approximate Time per Day	All LS Students
Approx. 30 minutes a day	Art, music, PE, and library teachers will provide a range of activities that continue to support the current program.
Additional Learning Suggestions	<ul style="list-style-type: none"> <li>• Reading aloud and independent reading for pleasure.</li> <li>• Independent learning time: <a href="#">Design Thinking</a>, <a href="#">Passion Projects</a>.</li> <li>• Board games and challenges with math/strategy/critical thinking.</li> <li>• <a href="#">Infusing math at home</a>.</li> </ul>

## Lower School: Student Schedule

Teachers will have class meetings online daily, literacy and math will be online twice weekly, and individual meetings with each child via video conferencing once a week. Students in grades 2 to 5 will collect their Chromebooks from school. Grade 1 students will need to use a family computer or device. A sample schedule is below, the detailed schedule for each class will be shared by the classroom teacher.

Time	Monday	Tuesday	Wednesday	Thursday	Friday					
8:30-9:00	Morning Meeting (Zoom)									
9:00-9:30	Reading Workshop / Reading Activity									
9:30-10:15	Writing Workshop									
10:15-10:25	Break	Break	Break	Break	Break					
10:25-11:10	Choice Board (including offscreen and STEM) - Student Check ins: 10:25: 10:40: 10:55:	Choice Board (including offscreen and STEM) - Student Check ins: 10:25: 10:40: 10:55:	Choice Board (including offscreen and STEM) - Student Check ins: 10:25: 10:40: 10:55:	Choice Board (including offscreen and STEM) - Student Check ins: 10:25: 10:40: 10:55:	Choice Board (including offscreen and STEM) - Student Check ins: 10:25: 10:40: 10:55:					
11:10-11:55	2A SEL 2C Art	2B Port 2D Port	2A PE 2C Music	2B Port 2D Port	2A Music 2C PE	2B Port 2D Port	2A Art 2C SEL	2B Port 2D Port	2A PE 2C PE	2B Port 2D Port
11:55-12:40	Lunch	Lunch	Lunch	Lunch	Lunch					
12:40-1:40	Math	Math	Math	Math	Math					
1:40-1:50	Break	Break	Break	Break	Break					
1:50-2:20	Science / Social Studies									
2:20-3:05	2A Port 2C Port	2B Art 2D PE	2A Port 2C Port	2B SEL 2D Art	2A Port 2C Port	2B PE 2D Music	2A Port 2C Port	2B PE 2D PE	2A Port 2C Port	2B Music 2D SEL
3:05-3:30	Task Completion / Extension Work Time - Student Check ins: 3:05: 3:20:	Task Completion / Extension Work Time - Student Check ins: 3:05: 3:20:	Early Dismissal	Task Completion / Extension Work Time - Student Check ins: 3:05: 3:20:	Task Completion / Extension Work Time - Student Check ins: 3:05: 3:20:					

# Middle School

## Middle School Priorities & Considerations

- After receiving initial notice from the superintendent about school closure and timelines, families will receive an email from the MS principal with division-specific information.
- The primary tools for communication between teachers and families will be [Unified Classroom's Class Pages](#) and email.
- Teachers will either link materials in [Unified Classroom's Class Pages](#) or share materials directly to each student's email.
- When synchronous class meetings take place through video conferencing tools, they will follow the school's distance learning schedule.
- Distance learning for our early-adolescent learners will focus on having a balanced, holistic learning experience. Students will have both off-screen (asynchronous) and on-screen (synchronous) learning activities designed to engage the middle school learner.
- Learning experiences are designed to be completed independently or in collaboration with other students.
- Resources vary by class and lesson, but will include links to videos, or graphic organizers; scanned material to read and engage with; independent reading and research material via our databases; and school subscriptions to online sources. Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- Counselors and advisors are always available to support students with academic, social, or emotional needs.
- Students who are traveling and are geographically displaced and unable to attend synchronous class times, should contact the MS principal or associate principal.

## Middle School: Student Schedule

	MONDAY	TUESDAY	THURSDAY	FRIDAY
<b>8:30-9:50 am</b> Period 1	<b>1</b>	<b>5</b>	<b>4</b>	<b>8</b>
<b>9:50-10:00 am</b> Break	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
<b>10:00-11:20 am</b> Period 2	<b>2</b>	<b>6</b>	<b>3</b>	<b>7</b>
<b>11:20 am-12:05 pm</b> Lunch	Lunch	Lunch	Lunch	Lunch
<b>12:05-12:35 pm</b> Advisory	Advisory	Advisory	Advisory	Advisory
<b>12:35-12:40 pm</b> Break	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
<b>12:40-2:00 pm</b> Period 3	<b>3</b>	<b>7</b>	<b>2</b>	<b>6</b>
<b>2:00-2:10 pm</b> Break	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
<b>2:10-3:30 pm</b> Period 4	<b>4</b>	<b>8</b>	<b>1</b>	<b>5</b>

### Key Features of Distance Learning in Middle School:

- All 80-minute blocks are implemented using an integrated approach that combines the best of both synchronous and asynchronous learning experiences.
- Middle School Courses include the following features:
  - Integrated synchronous and non-synchronous learning
  - Focus on independent and self-directed learning;
  - Have no time limit/requirements;
  - Continue to use assessments that are varied in format and type.
- Advisory Programming
  - Students meet in their Advisory group every Monday, Tuesday, Thursday, and Friday
  - The purpose of Advisory is to maintain community connections, to check in, and to enhance student's social and emotional well being.
- Extension Wednesdays
  - Wednesday programming allows for flexible office hours when students and teachers can meet to support student's progress.
- Additional Expectations

- In addition to directed learning, Middle School students should:
  - Read for pleasure (at least 20 min per day)
  - Focus on math fluency by advancing and practicing math concepts through online resources;
  - Be active, explore personal interests/passions;
  - And if safe: Explore local sites and seek out social interaction.

# High School

## High School Priorities & Considerations

- After receiving an initial notice from the superintendent about school closure and timelines, families received an email from the HS principal with division-specific information.
- The primary tools for communication between teachers and families are [Google Classroom](#) and email (we use student Graded email addresses).
- Teachers either linked materials in their [Google Classroom](#) pages or shared materials directly to each student’s email.
- Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor is too much parent/guardian involvement.
- Resources vary by class and lesson, but will include links to videos, graphic organizers, scanned material to read and engage with, independent reading and research material via our databases, and school subscriptions to online sources.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or need clarity on assignments.
- Counselors are available during their office hours to support students with academic, social, and/or emotional needs.

## High School: Student Schedule

Monday, Tuesday, Thursday, Friday			Extension Wednesday
<b>Block 1</b>	8:30 am	9:50 am	Student Support & Assistance  Group Work  1:1 Check-ins  Teacher Professional Learning
Break	9:50 am	10:00 am	
<b>Block 2</b>	10:00 am	11:20 am	
<b>HS Flex</b>	<b>11:20am</b>	<b>12:10 pm</b>	
<b>HS Lunch</b>	12:10 pm	12:40 pm	
<b>Block 3</b>	12:40 pm	2:00 pm	
Break	2:00 pm	2:10 pm	
<b>Block 4</b>	2:10 pm	3:30 pm	

**HS Faculty Office Hours:** 3:30-4:30 pm every Monday, Tuesday, Thursday, plus Wednesday 12:00-4:00 pm.

**Definitions:**

- **Mentoring:** Mentors will meet with students twice every 10 days via Zoom to check in emotionally, help to structure their days, facilitate lessons on time management, and provide support students at this time.
- **Office Hours:** Teachers will be available to interact with students, answer emails, and set Zoom meetings. In other words, be readily available online.
- **Break:** This is teacher and student break time.

**High School Classes: Summary**

Coursework:

- Include synchronous and non-synchronous learning.
- Provide flex learning resources.
- Focus on independent and self-directed learning.
- Have no time limit/requirements.
- Continue to use assessments that are varied in format and type.
- Continue to prepare students for IB exams.

Mentoring:

- Meets synchronously on B and G Days to check in and deliver social-emotional learning lessons.

Attendance:

- Is taken each lesson and during Mentoring.

In addition to directed learning, High School students should:

- Connect with each other for support.
- Be physically active, explore personal interests/passions.
- If safe:
  - Explore local sites.
  - Seek out social interaction.