

GREENE STREET FRIENDS SCHOOL

Distance Learning Plan

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Lower School Distance Learning Plan

The goals for the lower school distance plan are to keep our students engaged with their teachers, with one another, with their learning, and with the curriculum. Lower school teachers will use synchronous meetings (via Zoom) to continue the routine of morning meetings and to have instructional opportunities. The lower school will use Seesaw (Pk – 2) and Google Classroom (3/4) for each day’s work. Families may receive additional information from classroom teachers. In addition, students will receive a school-issued device (iPads PK – 2, Chrome Book ¾) with which they should participate in their zoom sessions and complete their schoolwork.

Channel	Users	Description
Email	Faculty, Staff, Families	Email will be used for major announcements from the Head of School and Associate Head of School, including the Friday Flier and other communications. Faculty and staff will continue to use email to communicate with families.
Zoom Video Conferences	Students and teachers	Teachers will meet with students in live (synchronous) sessions for classes and other purposes.
Seesaw (PK – 2)	Students and teachers	Students will use Seesaw to engage with assignments created and cultivated by teachers and to share their responses and work.
Google Classroom (3/4)	Students and teachers	Students will use Google classroom to engage with assignments created and cultivated by teachers and to share their responses and work.
Reading A-Z, Epic	Students	Teachers may assign reading using these apps as part of the reading activity each day.
IXL (3/4)	Students	Teachers may assign math or LA work using this app as part of the day’s activities.

Roles	Responsibilities
Administration	<ul style="list-style-type: none"> • Establish clear communication to all constituencies • Provide ongoing updates to families and faculty/staff • Support all constituents in the distance learning plan • Support teachers in implementing high-quality instruction and feedback in a distance-learning model • Be a model of flexibility, optimism, creativity, and openness
Classroom Teachers	<ul style="list-style-type: none"> • Collaborate with other members of the team, as well as specials teachers, to design daily distance learning experiences for students. • Foster a sense of community and connectedness between and among students and families • Provide students/families with timely communication and feedback within 24 hours • Be a model of flexibility, optimism, creativity, and openness
Teaching Associates	<ul style="list-style-type: none"> • Support the classroom teacher in instruction • Be a model of flexibility, optimism, creativity, and openness
Specials Teachers	<ul style="list-style-type: none"> • Collaborate with classroom teachers to provide weekly learning opportunities for children at each grade level • Teach synchronous sessions to each grade, once a week • Be a model of flexibility, optimism, creativity, and openness
Learning Specialist	<ul style="list-style-type: none"> • Communicate regularly with classroom teachers to provide instruction for students who receive accommodations and support in small groups or 1:1 • Support teachers in differentiating lessons and scaffolding assignments and modifying the workload • Communicate regularly with student/families who receive accommodations to support learning • Provide supplementary materials for students who may benefit from additional practice
School Counselor	<ul style="list-style-type: none"> • Monitor the wellness of children and other community members and provide interventions or resources as needed • Be accessible to all students and families • Teach life skills classes and electives • Attend cluster meetings when possible
Technology Coordinator	<ul style="list-style-type: none"> • Develop tutorials for faculty/staff about how to use the tools provided • Be available to assist faculty/staff and families to provide technology support as needed

Students and families

All students are expected to participate in distance learning during a physical campus closure. If a family has circumstance such as illness, technology problems, or difficulty completing the work for any reason, they should notify the classroom teacher or appropriate person. Teachers will take attendance at each synchronous session.

Student roles and responsibilities	
<ul style="list-style-type: none"> • Establish a daily routine for schoolwork • Try to find a comfortable, appropriate, and distraction-free place at home to do work • Be present for all synchronous learning meetings • Be on screen and attentive during synchronous learning meetings • Check class landing page and appropriate online places for assignments and classwork • Put forth your best effort • Do your best to complete all work on time • Communicate with classroom teachers as needed 	
For questions about...	Reach out to...
A lesson or assignment	Classroom teacher or specials teacher
A technology problem	Classroom teacher or tech coordinator (Julia)
A social-emotional concern	Classroom teacher or School Counselor
Any other questions	Lower School Dean or Assoc. Head of School

Family Roles and Responsibilities	
<p>We ask that families and caregivers play a significant role in ensuring that their children stay ahead of the learning and reach out proactively should they run into any challenges.</p> <ul style="list-style-type: none"> • Establish routines and expectations for your child • Help create a comfortable, appropriate, and distraction-free place to work • Monitor communications from the school and your child's teachers • Partner with teachers and reach out should any challenges arise • Help your child plan out their work for the day and check in to keep them on task • Help your child log in and be present for synchronous activities on time • Provide opportunities for your child to take breaks and be outside (if possible) • Take advantage of opportunities to engage your child in the arts and other creative pursuits • Be mindful of your child's physical and emotional health • Reach out to support staff as needed • Be a calm presence for your child • Be a supportive partner of teachers and the school 	
For questions about...	Reach out to...
A lesson or assignment	Classroom teacher or specials teacher
A technology problem	Classroom teacher or tech coordinator (Julia)
A social-emotional concern	Classroom teacher or School Counselor
Any other schoolwide or policy questions	Lower School Dean or Assoc. Head of School

Learning Timeframe by Grade Cluster

PK/Kindergarten	
Approximate Time Per Day	Subject Area
60 - 90 minutes (synchronous) (These times will grow as the children acclimate to zoom)	Morning Meeting + daily academic routines and activities and one special
20 + minutes (asynchronous)	Emergent literacy activities, games and challenges
20 + minutes (asynchronous)	Emergent numeracy activities, games and challenges
20 + minutes (asynchronous)	Specialist activities to support cognitive, physical and social emotional development

1st and 2nd grade	
Approximate Time Per Day	Subject Area
120 - 150 minutes (synchronous)	Morning Meeting + daily academic routines and activities plus additional academic content at teacher's discretion plus one special
20 + minutes	Writing workshop activities
20 + minutes	Reading workshop activities
20 + minutes	Math lesson and activities/worksheets/games
20 + minutes	Specialist activities (PE, Spanish, Art, Music, Library)

3 rd and 4 th grade	
Approximate Time Per Day	Subject Area
140 - 165 minutes (synchronous)	Morning Meeting + daily academic routines and activities plus additional academic content at teacher's discretion plus one special
30 + minutes (3x/week)	Writing workshop activities
30 + minutes (3x/week)	Reading workshop activities
30 + minutes (3x/week)	Math lesson and activities/worksheets/games
30 + minutes (3x/week)	Additional activities (theme/social studies etc)
20 + minutes	Specialist activities (PE, Spanish, Art, Music)

Middle School Distance Learning Plan

The goals for the middle school distance plan are to keep our students engaged with their teachers, with one another, with their learning, and with the curriculum. Middle school teachers will use synchronous meetings (via Zoom) to continue the delivery of academic content and provide interaction amongst the students. The middle school will continue to use Google Classroom (Grade 5) and Blackbaud with Google Assignments (6-8) for students and families to quickly and easily access each day's work. Students may receive additional information from classroom teachers. In addition, students will receive a school-issued Chrome Book with which they should participate in their zoom sessions and complete their school work.

Channel	Users	Description
Email	Faculty, Staff, Families	Email will be used for major announcements from the Head of School and Associate Head of School, including the Friday Flyer and other communications. Faculty and staff will continue to use email to communicate with families.
Zoom Video Conferences	Students and teachers	Teachers will meet with students in live (synchronous) sessions for classes and other purposes.
Google Classroom (5 th Grade)	Students and teachers	Students will use Google classroom to engage with assignments created and cultivated by teachers and to share their responses and work.
Blackbaud + Google Assignments (6 th – 8 th)	Students and teachers	Students will use Blackbaud and Google assignments to engage with assignments created and cultivated by teachers and to submit assignments and share their responses and work.
IXL	Students	Teachers may assign math or LA work using this app as part of the day's activities.

Roles	Responsibilities
Administration	<ul style="list-style-type: none"> • Establish clear communication to all constituencies • Provide ongoing updates to families and faculty/staff • Support all constituents in the distance learning plan • Support teachers in implementing high-quality instruction and feedback in a distance-learning model • Be a model of flexibility, optimism, creativity, and openness
Classroom Teachers	<ul style="list-style-type: none"> • Collaborate with other members of the team, as well as specials teachers, to design daily distance learning experiences for students. • Foster a sense of community and connectedness between and among students and families • Provide students/families with timely communication and feedback • Be a model of flexibility, optimism, creativity, and openness
Teaching Associates (5/6 Only)	<ul style="list-style-type: none"> • Support the classroom teacher in instruction and assessment • Be a model of flexibility, optimism, creativity, and openness
Specials Teachers	<ul style="list-style-type: none"> • Collaborate with classroom teachers to provide weekly learning opportunities for children at each grade level • Teach weekly synchronous classes • Be a model of flexibility, optimism, creativity, and openness
Learning Specialist	<ul style="list-style-type: none"> • Communicate regularly with classroom teachers to provide instruction for students who receive accommodations and support in small groups or 1:1 • Support teachers in differentiating lessons and scaffolding assignments and modifying the workload • Communicate regularly with student/families who receive accommodations to support learning • Provide supplementary materials for students who may benefit from additional practice
School Counselor	<ul style="list-style-type: none"> • Monitor the wellness of children and other community members and provide interventions or resources as needed • Be accessible to all students and families • Attend cluster meetings to connect with teachers
Technology Coordinator	<ul style="list-style-type: none"> • Develop tutorials for faculty/staff about how to use the tools provided • Be available to assist faculty/staff and families to provide technology support as needed

Students and families

All students are expected to participate in distance learning during a physical campus closure. If a family has circumstance such as illness, technology problems, or difficulty completing the work for any reason, they should notify the classroom teacher or appropriate person. Teachers will take attendance at each synchronous session.

Student roles and responsibilities	
<ul style="list-style-type: none"> • Establish a daily routine for schoolwork • Try to find a comfortable, appropriate, and distraction-free place at home to do work • Be present for all synchronous learning meetings • Be on screen and attentive during synchronous learning meetings • Check class landing page and appropriate online places for assignments and classwork • Put forth your best effort • Do your best to complete all work on time • Communicate with classroom teachers as needed 	
For questions about...	Reach out to...
A lesson or assignment	Classroom teacher or specials teacher
A technology problem	Classroom teacher or tech coordinator (Julia)
A social-emotional concern	Classroom teacher or School Counselor
Any other questions	Middle School Dean or Assoc. Head of School

Family Roles and Responsibilities	
<p>We ask that families play a significant role in ensuring that their children stay ahead of the learning and reach out proactively should they run into any challenges.</p> <ul style="list-style-type: none"> • Establish routines and expectations for your child • Help create a comfortable, appropriate, and distraction-free place to work • Monitor communications from the school and your child's teachers • Partner with teachers and reach out should any challenges arise • Help your child plan out their work for the day and check in to keep them on task • Help your child log in and be present for synchronous activities on time • Provide opportunities for your child to take breaks and be outside • Take advantage of opportunities to engage your child in the arts and other creative pursuits • Be mindful of your child's physical and emotional health • Reach out to support staff as need • Be a calm presence for your child • Be a supportive partner of teachers and the school 	
For questions about...	Reach out to...
General learning or student performance	Homeroom teacher (5/6) or Advisor (7/8)
A lesson or assignment	Classroom teacher or specials teacher
A technology problem	Classroom teacher or tech coordinator (Julia)
A social-emotional concern	Classroom teacher/advisor or Counselor
Any other schoolwide or policy questions	MS Dean or Assoc. Head of School

5 th and 6 th grade	
Approximate Time Per Day	Subject Area
210 - 240 minutes (daily) (synchronous)	Morning Meeting + daily academic routines and activities plus additional academic content at teacher's discretion plus one special
45 + minutes (daily)	Language Arts activities
30 + minutes (2-3x/week)	Social Studies activities
30 + minutes (2-3x/week)	Spanish activities
30 + minutes (2-3x/week)	Science activities
45 + minutes (daily)	Math lesson and activities/worksheets/games
30 + minutes (one per day)	Specialist activities (PE, Art, Music)
Optional (daily)	Office hours for check-ins

7 th and 8 th Grade	
Approximate Time Per Day (some synchronous, some asynchronous)	Subject Area
225 minutes Synchronous + additional asynchronous	Total time of daily work
60 minutes (3x week)	English
60 minutes (5x week, alternating weeks)	Social Studies
60 minutes (5x week, alternating weeks)	Science
60 minutes (5x week, alternating weeks)	Math
60 minutes (5x week, alternating weeks)	Spanish
60 minutes (1x week)	Health
60 minutes (1x week)	Arts Electives
30 + minutes (one per day)	Specialist activities (PE, Arts Electives)