



DISTANCE LEARNING PLAN



Sidwell Friends

Last Updated: 03/06/20

Distance Learning Plan

Sidwell Friends School

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Philosophy Statement

Sidwell Friends School is a dynamic educational community grounded in the Quaker belief that there is “that of God in everyone.” Individually and collectively, we challenge ourselves to pursue excellence in academic, athletic, and artistic realms. We are committed to the joys of exploration and discovery. Differences among us enhance intellectual inquiry, expand understanding, and deepen empathy. The Quaker pillars of the School inspire active engagement in environmental stewardship, global citizenship, and service. We find strength in reflection and shared silence. At the heart of each endeavor, we strive to discern deeper truths about ourselves and our common humanity, preparing students and adults to “let their lives speak.”

Diversity Statement

Sidwell Friends School affirms the centrality of diversity and inclusion in all aspects of academic and campus life. Honoring a multiplicity of voices, we celebrate shared joys and address tensions productively. Together, we are guided by Quaker testimonies and seek to answer the question, “How do we nurture a sense of belonging in our community and demonstrate our commitment to a just world?”

Board of Trustees
Approved September 10, 2015

Overview

Sidwell Friends School is committed to delivering a dynamic educational experience for all students. Yet there are rare occasions when external circumstances or world events will impinge upon the School's ability to operate the campus or a teacher's ability to deliver lessons on site. Under these circumstances, the School is compelled to develop alternate methods for teaching and student learning. For this reason, the following was developed to ensure the continuity of learning and intellectual engagement for our students.

The following distance learning plan outlines an approach to maintaining instruction and learning using digital and online resources in the event of an extended period of remote learning or campus closure. Information regarding School plans in the event of an emergency are communicated by the Head of School or Communications Office. This document focuses instead on the distance learning platforms and approaches teachers will use to ensure continuity of student education should an event cause a disruption in campus operations.

Emergency Response Task Force

In the event of a major disruption of campus operations or urgent campus closure, the Sidwell Friends administrative leadership team will convene to assess the situation and make recommendations for the School's response. The Emergency Response Task Force, clerked by the Assistant Head of School for Finance and Operations, includes the Head of School, Assistant Head of School for Academic Affairs, Chief Information Officer, Chief Communications Officer, and Director of Health Services. The Head of School will maintain close communication with the Clerk of the Board of Trustees and members of the Executive Committee of the Board, which will advise and direct the Emergency Response Task Force in the planning and response to any situation that leads to a protracted School closure. The decision to close the School campus and initiate the distance learning plan will be made by the Head of School, who will work in consultation with the Board Clerk and the Executive Committee of the Board.

Depending on the cause for campus closure, the School may be required to delay the initiation of the distance learning plan. For instance, in the event of a natural disaster such as a hurricane or tornado, the School may need to stabilize the campus infrastructure (i.e., information technology network, digital platforms, physical campus, buildings and systems, etc.) before we are able to initiate online instruction. In the event that there is no advance warning for campus closure, the School will communicate with families on the timing of the start of distance learning as early as possible. In the event of campus closure, the School will communicate with students, parents/guardians, and employees using the SFS website, and email, including the exact date for the beginning of distance learning for students, and the designated workdays for faculty and staff to initiate remote work. The first two days of campus closure will be dedicated to teacher preparation and will be designated as workdays for all School employees. Students will be expected to begin engaging in distance learning on Day 3 of a campus closure.

Campus Closure Scenario: An Example

The Head of School announces that the campus will be closed for an extended period beginning the next school day. All faculty and staff will be required to report to work (either remotely or physically, depending on the situation and as conditions allow) for Day 1 and Day 2 of campus closure. By 4:00 p.m. on Day 2 of a campus closure, teachers will post lessons for students.

Distance learning for students will be initiated on Day 3 of a campus closure. The School will send a communication with the exact timeline for the initiation of distance learning as early as possible. The initial communication will be followed by additional communications with more detailed information, and instructions from principals, assistant principals, and teachers.

Sidwell Friends Distance Learning Approach

We all recognize that distance learning cannot replicate the kind of learning experience that takes place in a dynamic and inspiring school environment where talented teachers and bright students engage through personal, daily contact, and nuanced discussion.

However, when such an experience cannot be possible, there are many alternative and effective approaches available to our teachers in order to continue instruction and to engage students in meaningful learning. The use of the most effective teaching and learning technological tools in the classroom is not new to Sidwell Friends. At all grade levels, our teachers are accustomed to using technology to advance learning goals for students.

In a distance-learning mode, teachers make use of a range of technological tools and online platforms that are already available to them and their students, ensuring greater familiarity. By utilizing familiar tools, our students can adapt easily and smoothly to a distance-learning approach. Students continue to engage in learning by reading a range of texts and materials designed to develop critical reading skills as well as provide content knowledge in specific subject areas. Students also continue to develop math skills by solving problems on paper as well as using online platforms to submit work and receive feedback. While not an exact substitute for classroom learning, teachers can maintain productive and developmentally appropriate lessons using a broad range of resources, approaches, and methodologies.

Below are some anticipated questions with responses. For more detailed information on the distance learning approach for each division, please see the appropriate section below.

Guidelines for Parents/Guardians

We understand that a shift to a distance learning approach will require our students and families to make adjustments. Yet a continued partnership with parents and guardians can play a vital part of ensuring the success of the plan. Divisional principals, learning support staff, and teachers are all available to support and guide students should they need help. Below are some guidelines for parents/guardians to enable students to become successful at distance learning:

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

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

Stay in Communication with your Child’s Teachers: Your child’s teachers and the divisional principals will maintain regular communication with parents/guardians. The frequency of the communications will depend on your child’s age, developmental stage, and level of independence. While teachers are available as resources for your child and for you, please keep in mind that our teachers will need to be in regular email communication with all of their families (depending on the grade and class, some teachers teach more than 60 students), so we ask that you be mindful when communicating with teachers, strive to be succinct, and focus on the essential.

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

Help your Child Maintain Social Contact with Peers: It will be very important for your child to stay in social contact (through virtual means) with their friends and peers during a campus closure. Encourage your child to interact with friends through Facetime/Google Meet or through phone conversations. They can form study groups created by their teachers or informal groups that they develop on their own. Social interactions, even through virtual means, will help your child stay connected and feel a part of the School community.

Encourage Physical Activity and Movement and Monitor Student Stress: Our physical education teachers and coaches will develop online instructional guides for students. Physical movement and exercise are vital to maintaining physical and mental health, reducing stress and anxiety, and improving concentration and focus for more effective learning and retention. Parents should monitor student stress levels and reach out to the divisional psychologist/counselor for advice as needed.

Academic FAQs

How will the School ensure that my child is continuing to learn?

Teachers have been working closely with administrators and academic technology coordinators to develop lesson plans using online platforms and digital resources to ensure continuity of learning for students. Students will continue to be engaged with their teachers through a range of methods, including video, online discussions, email, and phone communication. Teachers, School administrators, and the learning support team will be available to communicate with students and parents on an ongoing and regular basis during a campus closure to ensure that individual student learning needs are being met.

How will my child be graded? Will my child earn credits towards graduation?

All students in grades 7 through 12 will continue to earn letter grades for their school work. Teachers will ensure that meaningful learning is taking place and use a range of approaches to assess student learning and

determine student grades. Grades will be entered into report cards and, for Upper School students, on official academic transcripts, adhering to the academic calendar deadlines and schedule.

What resources are available to my child if he/she begins to face challenges with learning?

Your child's teacher is the first resource for your child if he/she faces learning difficulties. Teachers will make themselves available to speak with students and their parents directly as well as providing one-on-one support by Google Meet or phone. In addition to your child's teacher, learning specialists are available to provide one-on-one support for your child, either by Google Meet or phone. If your child begins to struggle with learning, please reach out to your child's teacher and divisional assistant principal/academic dean so we can put additional support in place.

My child is becoming extremely anxious about the situation that has led to the

campus closure. What resources does the School have to support my child?

Children who experience heightened anxiety should consult with their pediatricians and/or psychologists. Our school psychologists/counselors can offer referrals to parents and can coordinate with outside providers. During a campus closure, parents/guardians should monitor students' mental health and seek outside support as needed.

My child has ADHD, and prolonged screen time can exacerbate the symptoms, making it very challenging for my child to learn. A prolonged campus closure will make learning very difficult for my child. What support can the School provide?

The School's learning support coordinators can provide additional support for students with ADHD and/or other learning challenges through one-on-one Zoom/Google Meet sessions and phone check-ins. Not all distance learning is dependent on extended periods of screen time. Students will continue to be assigned work that will need to be completed without screens, including reading, writing, solving math problems, hands-on projects, and other special projects. Teachers have been asked to be mindful of the kinds of assignments they are creating to avoid overdependence on screen use. Please reach out to your divisional learning support coordinator if you observe your child having difficulties focusing due to increased screen time.

My child is not feeling well and is not able to engage in learning. Is there a way to report an "excused absence" so he won't be penalized for not engaging in distance learning?

If your child becomes ill while the School is using a distance learning approach, use the established protocols for reporting your child's "absence" from School. Your child's teacher will work with your child and with you to ensure that he/she is able to make up any missed work and provide necessary extensions for assignment deadlines.

Lower School Distance Learning Plan

Sidwell Friends School

The goals for the Lower School distance learning plan are to keep our children engaged so they can learn and grow, while also providing them with meaningful opportunities for connection and community. Rather than ask children at the elementary and early childhood levels to be tied to a screen, we will provide opportunities for them to read, write, share ideas, explore, create, play, and move.

Lower School teachers will use familiar and predictable structures to meet the needs of our children. Each day, our children will receive a warm greeting from their classroom teachers, a “morning message,” and lessons/learning missions from all their teachers (specials and classroom), much as they would normally see on a regular school day. The Lower School will use a landing page on the School’s website for families to quickly and easily access each day’s work. Once campus closure

has been announced by the Head of School, students and parents will receive additional information from the Lower School principal and classroom teachers.

Each Lower School student and faculty member will be given their Sidwell Friends iPad and charger to bring home during our distance-learning period. iPads should only be used for school functions, and students and families should review the Lower School Technology Contract and expectations laid out in the Lower School section of the Community Handbook. Many of our technology platforms (i.e., GSuite, Class Pages, etc.) are not device dependent, so families may choose to access the learning platforms through family devices, such as phones, laptops, etc. Certain learning apps, however, have been preloaded onto each child’s iPad, so students must use the School-issued iPads to access those learning apps.

[Click here for an overview of the tools, including a sample lesson.](#)

Technological Tools, Digital Resources and Platforms

Channel	Users	Description
Email	Faculty, staff, families, 4th grade students	Email will be used for all major announcements from the School, including the Head of School and Principals. Faculty and staff will continue to use email to communicate with families. Fourth graders may use their Sidwell email to reach out to teachers with questions or to submit work.
Google GSuite	All students and families	<p>We will use collaborative Google Slides as the platform for communicating each class's work for the day. A Google Slide deck will be created by classroom teachers and specialists and shared with students and parents each day. Any additional platforms will be linked from these slides.</p> <p>Google Docs will be used by our 3rd and 4th grade students for writing projects.</p> <p>Hangouts and/or Google Meet will be used for video conferencing in small or large groups.</p>
Seesaw	Students and teachers	Students will use familiar technology, apps, and programs such as Seesaw that have already been preloaded onto iPads.
Dreambox	Students	Teachers may use the "assign focus" feature to deliver math assignments. Students may also spend time on Dreambox during choice time.
Reading A-Z	Students	Teachers may assign reading using this app as part of the reading activity each day.

Roles and Responsibilities in the Lower School

Roles	Responsibilities
Leadership Team (Principal, Academic Dean, Faculty Clerks and Grade Level Clerks)	<ul style="list-style-type: none"> <input type="checkbox"/> Establish clear communication channels to all constituencies <input type="checkbox"/> Provide ongoing updates to families and faculty/staff <input type="checkbox"/> Support all constituents in the distance learning plan <input type="checkbox"/> Support teachers in implementing high-quality instruction and feedback in a distance-learning model <input type="checkbox"/> Provide models and examples of strong distance-learning units, lessons and projects <input type="checkbox"/> Be a model of flexibility, optimism, creativity, and openness
Classroom Teachers	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with other members of the team, as well as Specials teachers, to design daily distance learning experiences for students <input type="checkbox"/> Foster a sense of community and connectedness between and among students and families <input type="checkbox"/> Provide students/families with timely communication and feedback <input type="checkbox"/> Leverage technology to allow for personalized and differentiated learning <input type="checkbox"/> Be a model of flexibility, optimism, creativity, and openness

Roles	Responsibilities
Leadership Team (Principal, Academic Dean, Faculty Clerks and Grade Level Clerks)	<ul style="list-style-type: none"> <input type="checkbox"/> Establish clear communication channels to all constituencies <input type="checkbox"/> Provide ongoing updates to families and faculty/staff <input type="checkbox"/> Support all constituents in the distance learning plan <input type="checkbox"/> Support teachers in implementing high-quality instruction and feedback in a distance learning model <input type="checkbox"/> Provide models and examples of strong distance learning units, lessons and projects <input type="checkbox"/> Be a model of flexibility, optimism, creativity, and openness
Classroom Teachers	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with other members of the team, as well as Specials teachers, to design daily distance learning experiences for students <input type="checkbox"/> Foster a sense of community and connectedness between and among students and families <input type="checkbox"/> Provide students/families with timely communication and feedback <input type="checkbox"/> Leverage technology to allow for personalized and differentiated learning <input type="checkbox"/> Be a model of flexibility, optimism, creativity, and openness
Specials Teachers + Librarian and Math Specialist	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with classroom teachers to provide weekly learning opportunities for children at each grade level <input type="checkbox"/> Be mindful of and creative about the resources/tools families have in their home <input type="checkbox"/> Develop a bank of activities and projects for children to engage in: <ul style="list-style-type: none"> <input type="checkbox"/> PE: Develop a bank of exercises, physical activities and challenges/competitions for community members (including families!) <input type="checkbox"/> Science, Arts, and Languages: Develop a bank of activities for classroom teachers to share with families each week. When possible, consider interdisciplinary connections. <input type="checkbox"/> Math Specialist, Library, and Maker Space: Develop a bank of activities and challenges/competitions for classroom teachers to share with families each week. When possible, consider interdisciplinary connections. <input type="checkbox"/> Provide students/families with timely communication and feedback <input type="checkbox"/> Be a model of flexibility, optimism, creativity, and openness
Reading Specialist	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate regularly with classroom teachers to provide instruction for students who receive accommodations and support in small groups or 1:1 <input type="checkbox"/> Support teachers in scaffolding/modifying assignments <input type="checkbox"/> Support teachers in differentiating lessons <input type="checkbox"/> Communicate regularly with students/families who receive accommodations to support learning <input type="checkbox"/> Provide supplementary materials for students who may benefit from additional practice to shore up skills/gaps
School Counselor and Nurse	<ul style="list-style-type: none"> <input type="checkbox"/> Provide faculty/staff and families resources, appropriate language, and talking points to help demystify the situation for children <input type="checkbox"/> Monitor the wellness of children, families, and faculty/staff and provide interventions or resources as needed <input type="checkbox"/> Be accessible to all community members <input type="checkbox"/> Proactively send community-wide tips, strategies, and updates to support wellness and health

Technology Staff	<input type="checkbox"/> Develop tutorials for faculty/staff about how to use the tools provided <input type="checkbox"/> Develop tutorials for families to problem solve common technology challenges <input type="checkbox"/> Be available as a help desk for all faculty, staff, and families to provide on demand support <input type="checkbox"/> Continually monitor the needs of faculty/staff and families and provide ideas, inspiration, and trouble-shooting support
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Student and Families

All students are expected to participate in distance learning during a campus closure. Any learning activities or assessments not completed will need to be worked on outside of the scheduled time. In exceptional circumstances or illness, parents of students who are unable to participate should notify the School as they would for any school absence, and those students will be given special consideration.

Student Roles and Responsibilities	
<input type="checkbox"/> Establish a daily routine for your school work <input type="checkbox"/> Find a comfortable, distraction-free place in your home where you can work <input type="checkbox"/> Check the website each day to learn about your missions for the day <input type="checkbox"/> Complete all daily assignments <input type="checkbox"/> Put forth your best effort <input type="checkbox"/> Abide by our Quaker values in all that you do and comply with our Lower School Technology Contract regarding your conduct online <input type="checkbox"/> Do your best to meet deadlines <input type="checkbox"/> Communicate with your classroom teachers and the learning support team as needed	
For questions about...	Reach out to...
A lesson, assignment, etc.	Your classroom or specials teacher
A technology problem	Technology staff help@sidwell.edu
A social-emotional problem	Lower School psychologist
Any other questions	Lower School principal

Family Roles and Responsibilities

Because of the age of our children, 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.

- Establish routines and expectations for your child
- Establish beginning and end-of-day check-ins with your child
- Help them create a comfortable, distraction-free place to work
- Monitor communications from the School and your child's teachers
- Partner with your child's teachers and reach out should any challenges arise
- Help your child to plan out their work for the day and check in to keep them focused and on task
- Help your child "turn his/her work in" through the channels laid out by the teacher
- Take an active role in your child's learning and assist them in walking through instructions when needed
- Provide opportunities for your child to play and move outside
- Take advantage of opportunities to engage your child in the arts or other creative pursuits
- Be mindful of your child's physical and emotional health
- Reach out to counselors, learning support, etc. as needed
- Monitor your child's screen time
- Set clear rules around using technology for social interactions and monitor their usage
- Be a calm presence for your child
- Be a supportive partner of teachers and the School

For questions about...	Reach out to...
A lesson, assignment, etc.	Your classroom or specials teacher
A technology problem	Technology staff help@sidwell.edu
A social-emotional problem	Dr. G (please note there may be HIPAA-informed limits to the type of assistance provided)
Any other questions	Adele Paynter

Learning Timeframe By Grade Level

PK	
Approximate Time Per Day	Subject Area
20+ minutes	Emergent Literacy Activities, Games & Challenges focused on language development, vocabulary, comprehension, and phonological awareness.
20+ minutes	Emergent Numeracy Activities, Games & Challenges focused on counting, sorting, shapes, patterns, and problem solving
20+ minutes	Games and Activities created to support cognitive, physical, and social emotional development. This might include maker challenges, physical exercises, mindfulness work, art projects, board games, etc.
Flexible	Exploratorium Challenge, Passion Projects or Community Work

K-2nd Grades	
Approximate Time Per Day	Subject Area
15 Minutes & 15 minutes+ of independent reading	Reading Lesson focused on building word attack strategies or deepening comprehension, followed by 15 minutes of reading in “just right books”
10 minutes	Word Work focused on phonics, spelling, and handwriting
30 Minutes	Writing Lesson, Task, or Prompt focused on a particular genre, craft technique, or writing strategy followed by 10 minutes of independent writing based on the assignment at hand
20 Minutes	Combination of Math Lesson, Activities, Worksheets or Games focused on number sense, basic addition/subtraction, or problem solving
Flexible	Specials Challenges (PE, Music, Art, Language, Science, or Library)
Flexible	Passion Project or Community Work

3rd-4th Grades	
Approximate Time Per Day	Subject Area
15 Minutes & 30+ minutes of independent reading	Reading Lesson, Book Club Assignment or Reading Task focused on building strategies and deepening comprehension, followed by 30+ minutes of reading independently
10 minutes	Word Work focused on phonics, spelling, and handwriting
40 Minutes	Writing Lesson or Prompt focused on a particular genre, craft technique, or writing strategy followed by 20 minutes of independent writing based on the assignment at hand
30 Minutes	Combination of math lesson, activities, worksheets, or games focused on concepts, skills or content of unit
Flexible	Specials Challenges (PE, Music, Art, Language, Science, or Library)
Flexible	Passion Project or Community Work

Middle School Distance Learning Plan

Sidwell Friends School

The goals for our distance learning plan are to keep our Middle School children engaged in their learning, while also providing them with meaningful opportunities for connection and community. Once campus closure has been announced by the Head of School, students and parents will receive additional information from divisional principals and teachers.

Technology and Resources

Each Middle School student and faculty member will be given their Sidwell Friends laptop and charger to bring home during our distance learning period. This includes 5th graders, who do not normally take home their devices. We will work to provide faculty with additional tools to facilitate recording (iPads or document cameras). Student laptops should only be used for school purposes, and students and families should review the Middle School Technology Contract and expectations laid out in the Middle School section of the Community Handbook together. Many of our technology platforms (GSuite, Class Pages, etc.) are not device dependent, so families may choose to access the distance learning platforms and resources through family devices, such as phones, laptops, etc.

Channel	Users	Description
Email	Faculty, staff, families, students as appropriate	Email will be used for all major announcements from the School, including the Head of School and Divisional Principals. Faculty and staff will continue to use email to communicate with families. Students may use their Sidwell email to reach out to teachers with questions or to submit work.
Google GSuite	All students and families	Google Docs and other Google tools will be used by our students for collaborative work and to receive direct feedback from teachers. Hangouts and/or Google Meet may be used for video conferencing in small or large groups.
Subject-Specific Apps	Students and teachers	There are different tools and means of content delivery that may vary based on subject. Please see individual Class Pages/Haiku communications from teachers about expectations related to online and distance learning.
Library Catalog	Students	You can access our Library catalog on the school website. Additionally, the online resources can be accessed through this link .
PowerSchool/Class Pages	Students, families and teachers	Power School/Class Pages/Haiku will continue to be the primary place to find out about daily assignments, including potential videos or other flipped classroom tools.

Roles and Responsibilities in the Middle School

Roles	Responsibilities
Leadership Team (Principal, Assistant Principal, Middle School Counselor, Department Heads)	<ul style="list-style-type: none"> <input type="checkbox"/> Establish clear communication channels to all constituencies <input type="checkbox"/> Provide ongoing updates to families and faculty/staff <input type="checkbox"/> Support all constituents in shifting to our continuing learning plan <input type="checkbox"/> Support teachers in implementing high quality instruction and feedback in a distance learning model <input type="checkbox"/> Provide models and examples of strong distance learning units, lessons and projects <input type="checkbox"/> Be a model of flexibility, optimism, creativity, and openness
Academic Teachers (Math, Science, English / Language Arts, History / Social Studies, Foreign Language, Arts)	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with other members of the team and department, as appropriate, to design daily distance-learning experiences for students (see later section for more details) <input type="checkbox"/> Foster a sense of community and connectedness between and among students and families <input type="checkbox"/> Provide students/families with timely communication and feedback <input type="checkbox"/> Leverage technology to allow for personalized and differentiated learning <input type="checkbox"/> Be a model of flexibility, optimism, creativity, and openness <input type="checkbox"/> Create an array of assessments that allow for the ability to gauge student progress during distance learning <input type="checkbox"/> Create ways to continue to collect information that will allow for grades to be reported for 7th and 8th grade report cards/transcripts
Athletics	<ul style="list-style-type: none"> <input type="checkbox"/> Develop a bank of exercises, physical activities, and challenges/competitions for community members <input type="checkbox"/> With consultation from the counselor, provide Health and Wellness lessons that encourage activities that support mental health in times of stress or unrest <input type="checkbox"/> Provide students/families with timely communication and feedback <input type="checkbox"/> Be a model of flexibility, optimism, creativity, and openness
Academic Support Coordinator	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate regularly with classroom teachers to provide instruction for students <input type="checkbox"/> Support teachers in scaffolding/modifying assignments <input type="checkbox"/> Support teachers in differentiating lessons <input type="checkbox"/> Communicate regularly with students (and parents) who receive accommodations and support <input type="checkbox"/> Provide supplementary materials for students who may benefit from additional practice to shore up skills/gaps
School Counselor and Nurses	<ul style="list-style-type: none"> <input type="checkbox"/> Provide faculty/staff and families resources, appropriate language, and talking points to help demystify the situation for children <input type="checkbox"/> Partner with families and faculty/staff to identify patterns of mental health concern and also facilitate connections to outside providers if there is a need for individual intervention <input type="checkbox"/> Be accessible to all community members <input type="checkbox"/> Proactively send community-wide tips, strategies, and updates to support wellness and health

Technology Staff	<ul style="list-style-type: none"> <input type="checkbox"/> Develop tutorials for faculty/staff about how to use the tools provided <input type="checkbox"/> Develop tutorials for families to problem solve common technology challenges <input type="checkbox"/> Be available as a help desk for all faculty, staff, and families to provide on-demand, help-desk support <input type="checkbox"/> Continually monitor the needs of faculty/staff and families and provide ideas, inspiration, and troubleshooting support
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Student and Families

All students are expected to participate in distance learning. Any learning activities or assessment not completed will need to be worked on outside of the scheduled time. In exceptional circumstances or illness, parents of students who are unable to participate should notify the School as they would for any school absence, and those students will be given special consideration.

Student Roles and Responsibilities	
<ul style="list-style-type: none"> <input type="checkbox"/> Establish a daily routine for your school work <input type="checkbox"/> Find a comfortable, distraction-free place in your home where you can work <input type="checkbox"/> Check Class Pages/Haiku each day to learn about the expectations for your work for each class during the day <input type="checkbox"/> Perform tasks as outlined by teachers in Class Pages/Haiku and seek clarification from teachers on any assignments where they need it, preferably during the scheduled class block <input type="checkbox"/> Follow the norms of online communication as set out by their teacher for a given class <input type="checkbox"/> For classes meeting “live,” students will login to real-time (synchronous) video services designated by your teacher (Hangouts Meet) for dialogue with teachers and members of your class. All synchronous class meetings will be scheduled as if every day is a Monday schedule. Because not all arts classes meet all of their 5-6 students on Mondays, those classes that don’t normally meet may need to meet some time between 11:30 and 12:30 for 5-6 students. Individual teachers will communicate expectations for students regularly. <input type="checkbox"/> Put forth your best effort <input type="checkbox"/> Abide by our Quaker values in all that you do and comply with our Middle School Technology Contract regarding your conduct online <input type="checkbox"/> Do your best to meet deadlines <input type="checkbox"/> Communicate with your classroom teachers, Ms. Iseman, Ms. Singleton, Dr. Porter, or Ms. Kane if you need any support 	
For questions about...	Reach out to...
A lesson, assignment, etc.	Your subject area teacher
A technology problem	Academic Technology Coordinator & IT Staff help@sidwell.edu
A social-emotional problem	Dr. Porter
Any other questions	Ms. Kane and Ms. Iseman

Family Roles and Responsibilities

As we are preparing for the possibility that learning will happen from home, we ask that parents and guardians play a role in ensuring that their children stay ahead of the learning and reach out proactively should they run into any challenges.

- Establish routines and expectations for your child
- Continue to use QuakerZone to communicate illness for children so that teachers are aware that they may not be completing work that day
- Establish a beginning and end-of-day check-in with your child
- Help them create a comfortable, distraction-free place to work
- Help ensure that your child is checking email and assignments daily
- Monitor communications from the School and your child's teachers
- Partner with your child's teachers and reach out should any challenges arise
- Help your child to plan out their work for the day and check in to keep them focused and on task
- Help your child "turn his/her work in" through the channels laid out by the teacher
- Encourage your child's independence in working through a question on their own as best they can
- Take an active role in your child's learning and assist them in walking through instructions when needed
- Encourage your child to stay connected to friends, both through talking about academic work and questions, and also in other ways
- Provide opportunities for your child to find time in the day to engage in physical activity
- Take advantage of opportunities to engage your child in the arts or other creative pursuits
- Be mindful of your child's physical and emotional health
- Reach out to counselors, learning support, etc. as needed
- Monitor your child's screen time and help them build in breaks
- Think about ways to relax or take breaks that do not involve screens
- Set clear rules around using technology for social interactions and monitor their usage
- Be a calm, non-anxious presence for your child
- Be a supportive partner of teachers and the School
- Remind students that they should not expect to spend significantly more or less time on their studies. Attention to academic studies should remain as high as when students are at school.

For questions about...	Reach out to...
A lesson, assignment, etc.	Your child's teacher (but encourage your child to be the first point of contact)
A technology problem	Academic Technology Coordinator & IT Staff help@sidwell.edu
A social-emotional problem	Dr. Porter (please note there may be HIPAA-informed limits to the type of assistance provided)
Any other questions	Ms. Kane & Ms. Iseman

Subject Area Class Meetings and Expectations

5th and 6th Grades	
Approximate Time Per Week	Subject Area(s)
40 minutes per class, 4x/week	Foreign Language
40 minutes per class, 4x/week	Languages Arts
40 minutes per class, 4x/week	Math
40 minutes per class, 4x/week	Science
40 minutes per class, 4x/week	Social Studies
40 minutes per class, 4x/week	Visual and Performing Arts
20+ minutes/day	Games and Activities created to support cognitive, physical, and social emotional development and health. This might include maker challenges, physical exercises, mindfulness work, art projects, board games, etc.
Flexible	Reading for Pleasure, Connecting with a Personal Passion
7th-8th Grade	
Approximate Time Per Week	Subject Area
40-60 minutes, 4x/week	English
40-60 minutes, 4x/week	Foreign Language
40-60 minutes, 4x/week	History
40-60 minutes, 4x/week	Math
40-60 minutes, 4x/week	Science
30+ mins/day	Mental and Physical Activities created to support cognitive, physical, and social emotional development and health. This might include maker challenges, physical exercises, mindfulness work, art projects, board games, etc.
Flexible	Reading for Pleasure, Connecting with a Personal Passion

Upper School Distance Learning Plan

Sidwell Friends School

In the event that the School's campus is closed for an extended period of time, we will implement our Distance Learning Plan. While we cannot replicate the same learning experiences for students that happen in person during our regular sessions, we believe we can provide students with meaningful and engaging opportunities to continue their learning. In the event that our regular session is interrupted, we will leverage our flexibility, creativity, and

strong community connections to create a strong distance learning program that works to support each student's learning and well-being. Following the announcement of a campus closure from the Head of School, students and families should expect additional information and instructions from the divisional principal, assistant principals, and teachers.

Technology and Resources

Channel	Users	Description
Email	Faculty, Staff, Students, and Families	Email will be used for all major announcements from the School, including the Head of School and Divisional Principals. Faculty and staff will continue to use email to communicate with families. Students may use their Sidwell email to reach out to teachers with questions or to submit work, and teachers may use it to communicate academic instructions to the class.
QuakerZone	Faculty, Students and Families	QuakerZone (https://portals.veracross.com/sfs/login) will continue to be used for interims and report cards. Parents will be expected to submit attendance logistics requests as usual and faculty will be able to view attendance as reported by parents.
Class Pages/ Power-School/Haiku	Students and Faculty	Class Pages will continue to be the primary place for students to find out about daily assignments. Teachers may also post additional instructional materials, conduct assessments, and provide feedback.
Google GSuite	Students and Faculty	Google GSuite will continue to be used by students and faculty to create, collaborate, and share files. For video conferencing in small or large groups, we will use Google Hangouts or Google Meet.
Apps for learning	Students and Faculty	Students are familiar with discipline- and class-specific apps and should expect to continue to use the specific apps indicated by their teachers for various types of learning.
Library Resources	Students	Students will have off-campus access to US library resources and databases.

Roles and Responsibilities in the Upper School

Roles	Responsibilities
Leadership Team (Principal, Assistant Principals, Psychologist, Assistant and 9th-grade Deans, Department Heads)	<ul style="list-style-type: none"> <input type="checkbox"/> Establish clear communication channels to all constituencies <input type="checkbox"/> Provide ongoing updates to families and faculty/staff <input type="checkbox"/> Support all constituents in shifting to our continuing learning plan <input type="checkbox"/> Provide guidance, models, and/or examples of strong distance learning units, lessons, feedback, and projects
Academic Teachers (Math, Science, English, History, Language, Arts, Computer Science)	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with other members of team and department, as appropriate, to design distance learning instruction for students (see later section for more details) <input type="checkbox"/> Foster a sense of community and connectedness between and among students <input type="checkbox"/> Provide students with timely communication and feedback <input type="checkbox"/> Create assessments that allow for the ability to gauge student progress during distance learning <input type="checkbox"/> Create ways to continue to collect information and provide feedback that will allow for grades to be reported for report cards/transcripts
Athletics	<ul style="list-style-type: none"> <input type="checkbox"/> Develop a bank of exercises, physical activities, and challenges/competitions for community members <input type="checkbox"/> Provide students/families with timely communication and feedback <input type="checkbox"/> Be a model of flexibility, optimism, creativity, and openness
College Counseling Team	<ul style="list-style-type: none"> <input type="checkbox"/> Support seniors through the admissions process, including advising and responding to questions from students and parents, making calls to college admissions offices, etc. <input type="checkbox"/> Guide juniors through the college workshop curriculum, including the student autobiography, researching college options, directing students to online resources, advising on financial aid, offering advice on standardized testing, academic courses, and extracurricular activities <input type="checkbox"/> Stay in close communication with the Upper School administration <input type="checkbox"/> The School registrar will ensure that senior transcripts are sent to colleges
School Registrar	<ul style="list-style-type: none"> <input type="checkbox"/> Support principals and their teams to ensure that the academic calendar is being followed <input type="checkbox"/> Ensure that student grades and teacher comments are properly entered <input type="checkbox"/> Issue report cards in accordance with the School academic calendar <input type="checkbox"/> Upload senior transcripts into Naviance and assist College Counseling Team with college admissions process <input type="checkbox"/> Record student standardized testing results
Learning Support Team	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate regularly with classroom teachers to provide support for students <input type="checkbox"/> Support teachers in scaffolding/modifying assignments <input type="checkbox"/> Communicate regularly with students who receive accommodations and support learning <input type="checkbox"/> Provide supplementary materials for students who may benefit from additional practice to shore up skills/gaps

School Psychologist and Nurse	<ul style="list-style-type: none"> <input type="checkbox"/> Provide faculty/staff and families resources to help them guide students during this time <input type="checkbox"/> Monitor the wellness of students and family and provide interventions or resources as needed <input type="checkbox"/> Be accessible to all community members <input type="checkbox"/> Proactively send community-wide tips, strategies, and updates to support health and wellness
Technology Staff	<ul style="list-style-type: none"> <input type="checkbox"/> Develop tutorials for faculty/staff about how to use the tools provided <input type="checkbox"/> Develop tutorials for students to problem-solve common technology challenges <input type="checkbox"/> Be available as a help desk for all faculty, staff, and students to provide on-demand support <input type="checkbox"/> Continually monitor the needs of faculty/staff and students and provide ideas, inspiration, and troubleshooting support

Student and Families

All students are expected to participate in distance learning. Any learning activities or assessment not completed will need to be worked on outside of the scheduled time. Parents of students who are unable to participate in distance learning for a given period of time should notify the School as they would for any school absence.

Student Roles and Responsibilities
<ul style="list-style-type: none"> <input type="checkbox"/> Establish a daily routine for your school work <input type="checkbox"/> Find a comfortable, distraction-free place in your home where you can work <input type="checkbox"/> Check email and Class Pages each day to learn about the expectations for your work for each class during the day <input type="checkbox"/> Perform tasks as outlined by teachers in Class Pages and seek clarification from teachers on any assignments where they need it. <input type="checkbox"/> Follow the Honor Code at all times regarding the integrity of their work <input type="checkbox"/> Follow the norms of communication online as have been set out by their teacher for a given class in school <input type="checkbox"/> For classes meeting "live," students will login to real-time (synchronous) video services designated by your teacher (Hangouts Meet) <u>when classes would normally occur</u> for dialogue with teachers and members of your class. <input type="checkbox"/> Put forth your best effort and communicate with your teachers whenever you have academic questions or if you believe you are not meeting class expectations. <input type="checkbox"/> Communicate with classroom teachers, US psychologist, administrators, and/or learning support coordinator if you need any support

Family Roles and Responsibilities

As we are preparing for the possibility that learning will happen from home, we ask that families play a role in ensuring that their children engage in meaningful learning and reach out proactively should they run into any challenges.

- Establish routines and expectations for your child
- Establish a beginning and end-of-day check-in with your child
- Help them create a comfortable, distraction-free place to work
- Help ensure that your child is checking email and assignments daily
- Monitor communications from the School
- Help your child to plan out their work for the day and check in to keep them focused and on task
- Establish clear expectations that your child's work must be their own and that they should abide by the School's Honor Code.
- Encourage your child to stay connected to friends, both through talking about academic work and questions, and also in other ways
- Provide opportunities for your child to find time in the day to engage in physical activity
- Be mindful of your child's physical and emotional health
- Reach out to counselors, learning support, etc. as needed
- Monitor your child's screen time and help them build in breaks
- Think about ways to relax or take breaks that do not involve screens
- Be a calm, non-anxious presence for your child
- Be a supportive partner of teachers and the School
- Remind students that they should not expect to spend significantly more or less time on their studies. Attention to academic studies should remain as high as when students are at school.

For questions about...	Reach out to...
A lesson, assignment, etc.	Your child's teacher (but encourage your child to be the first point of contact with their teacher)
A technology problem	Academic Technology Coordinators & IT Staff help@sidwell.edu
A social-emotional problem that your child is encountering	Dr. Holmes (please note there may be HIPAA-informed limits to the type of assistance provided)
Any other questions	Mr. Gueye, Mr. Gross, Mr. Woods, Ms. Najjar



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We are grateful to the following peer schools for sharing their resources and plans for distance learning:

**UN School in Hanoi
Nishimachi International School
The American School of Japan
Singapore American School**