



Remote Learning Plan

March 2020

**This plan has been adapted from The American School in Japan and has been informed by other independent schools' plans, experience, and practices. We thank them all and are grateful for this knowledge.*

Introduction

In the event that the school is temporarily closed, this document will serve as our plan for providing instruction to our students remotely. This plan has been modeled after the The American School in Japan's Distance Learning program, and informed by other independent schools' plans, experience, and practices. We are grateful for this knowledge.

Please understand that this plan is flexible and must adapt to changing circumstances. We must ask parents to be patient and understand that in implementing this plan, it will take time, and there will be a learning curve. It is also being done so under circumstances that are also affecting the lives of our teachers. Teachers may be in the position of taking care of their children, parents, or loved ones. Not every class will look exactly the same, and we may have to shift teaching responsibilities as teachers' lives change.

Should there be an event or circumstances that warrants a building closure and shift to remote learning, Wornick's Senior Leadership Team will meet to determine the best course of action. The Senior Leadership Team will include the Head of School, Principal, Director of Admissions, Executive Administrator, Chief Financial Officer, STEM Coordinator, and other members of faculty, staff, and administration. The Head of School will also regularly report to the Board of Trustees. The decision to close the school building and transition to remote learning will be made by the Head of School, in consultation with the Senior Leadership Team and the Board of Directors.

The implementation of this plan will depend on the circumstances presented. There may be situations where remote learning may not start for several days, where remote learning may be interrupted, or where the school determines that it can no longer continue remote learning and a future date for resumption of remote learning will be announced.

Should the decision be made to close the school building and transition to remote learning, the Head of School will send email communications to both parents and faculty/staff making this announcement and setting forth a timeline for implementation. An exact date will be designated when remote learning will begin for Wornick students. Days prior to the date of implementation will be set for teacher training, depending on the circumstances. During this time, the school will prepare more specific information for parents, teachers will prepare to support students, and technology needs will be set up as appropriate depending on the circumstances.

During such time, the Head of School will provide email updates to the community apprising them of any circumstances, decision-making, and updates. The decision to reopen the school building will be made in consultation with the Senior Leadership Team, Board of Trustees, and any government officials.

The purpose of this document is to provide clarity around Wornick's approach to remote learning, the platforms being used, the responsibilities and expectations for our parents, students, and professional community, as well as any other considerations that need to be taken into account.

Remote Learning at Wornick

Remote learning cannot replicate the learning experiences our students have when they are in the school building. We have to think differently about the way our students will learn through remote learning. It cannot and should not be students simply sitting on a computer all day watching their teacher. It is not developmentally appropriate nor logistically feasible. Teachers will utilize a variety of methods to support student learning and growth that will include some video, some synchronous small group work, a one to one check in with a teacher, some offline work, and some online work. Our goal is for students not to be solely reliant on computers, but to engage in learning that also incorporates reading, communicating, authentic learning experiences, while also taking time to be physically active.

We also want to be cognizant of our school’s mission and align our remote learning with that mission, just as we do during regular school learning.

Our Mission: *Ronald C. Wornick Jewish Day School develops students who are socially and academically prepared to meet their full potential as engaged leaders committed to a life steeped in Jewish ethics and values.*

Keeping our mission in mind, as well as the challenging circumstances presented, our teachers are encouraged to think through their lessons and consider how they can best support their students’ learning, how can they utilize available technology, how can these challenging circumstances present learning opportunities, how can they support their students emotionally, how can they continue to differentiate for different types of learners, and how will they assess their students learning in meaningful ways.

Communication & Technology

This section provides information on relevant communication methods and technology platforms that will be in use during a remote learning period. How we communicate with our community will be through the same channels as during regular operations:

Channel	Audience	Description and Access
Email	Professional community, parents/guardians, students	Email will be used for all major communications and announcements, including those from the Head of School or Principal. Teachers may use email to communicate, although they will use other platforms to interact with their students as well.
OneCall Now	Professional community, parents/guardians	Our emergency notification system, OneCallNow, will be used to inform our community of urgent new through automatic calls and/or texts.

Seesaw	TK-3 students	Seesaw will be the primary mode of content delivery for grades TK-3. Students should expect daily work in their core subjects along with morning video greetings from their teacher.
Google GSuite	Students with Parent/ Guardian support as appropriate	Google GSuite (including Gmail, Docs, Hangouts, Meet, etc.) will be used by teachers. In Grades 4-8, students will also use Google Classroom. For those grades, assignments will be shared and tracked there.
Veracross	Middle School Students	Middle school students will continue to use Veracross for grades and when assignments are due.
Facebook, Twitter and Instagram	General Public	If necessary, we will post major announcements and continue to bring content to our online community.
Public Website	General Public	Wornick will maintain general information on its status for the community at large www.wornickjds.org
Student Logins	Students and Parents	The school will share with parents student logins in the younger grades to curricular tools and programs as appropriate, such as Kodable or Raz Kids.

Most of these tools are used during normal operations, however for remote learning Google Meet is incorporated for synchronous lessons and 1 to 1 meetings.

Guidelines for Wornick’s Teachers During Remote Learning

Remote learning will be different from “normal operations.” It actually takes much longer for teachers to prep lessons that are offered remotely as they have to think differently about content delivery, technology, providing instructions, giving feedback, and encouraging connections among students, all during difficult circumstances. These are guidelines for our teachers during this time:

- **Provide a sense of normalcy.** Depending on the circumstances, there will likely be a lot of anxiety for students and parents. Morning messages and other routines help provide that sense of calm and familiar.
- **Check in on how students are doing.** 1 to 1 meetings will help teachers assess how students are doing with this transition. Wornick’s Director of Learning Support and School Counselor are also available to help.
- **Continue with routines.** Teachers will continue with norms and routines set in their classrooms.
- **Less is more.** Teachers will need to think about and prioritize essential learning so that their students can meet their necessary standards and continue to grow in their learning.
- **Find opportunities in the challenges.** This can be a very difficult time, but it can be an opportunity for teachers to learn a new way of thinking or new skills. It can also be a learning opportunity for students to explore.
- **Continue to differentiate.** Teachers will continue to differentiate through assigned activities, during small group synchronous lessons, or 1 to 1 meetings.
- **Rethink assessment methods.** Teachers may be able to use some assessment tools that are used in “normal” operations, but they may have to evaluate additional assessment methods for remote learning.

Guidelines for Wornick Parents During Remote Learning

During remote learning, parents will have to think differently about what their child needs to be successful. It will likely be a challenging transition, made more difficult by circumstances where parents are also trying to work. We also ask that parents be patient and empathetic to our teachers, who are facing challenges of their own, as well as a transition to a different learning model. Our guidelines for parents are:

- **Set up a routine with your student.** Talk through WITH them what a day looks like and what is expected. Having them be a part owner of setting the routine will help increase their buy-in on implementing the routine. Try to maintain normal routines as much as possible, and definitely have time for movement and exercise.
- **Help them be prepared.** Where do they want to do their work? Do they have the materials they need? Walk through instructions with them. Having a physical space that works, and having them ready to do their work will help with the effectiveness of their routine.
- **Monitor communications from your children’s teachers.** Communications may come through email to parents (or students directly, depending on their age), or through Seesaw

or Google Classroom.

- **Set a time to check in with your children.** Are they prepared at the beginning of the day? Do they know what is expected of them? Would a checklist be helpful to organize themselves? Have them share at regular intervals or at the end of the day what they worked on and what they turned in. What this looks like will depend on their age, their needs, and what works for your family.
- **Be flexible and resilient as needed.** You may notice that one child needs something that helps make their day more successful, such as more or less frequent check-ins. Be willing to evolve as necessary.
- **Build in breaks and exercise.** Remember that during “normal” school hours, they have recess, lunch, and on certain days PE. Make sure they have time to get outside and move!
- **Support them emotionally.** Children are very perceptive and pick up on how their parents are feeling. While it may be a difficult time, modeling calm and establishing a new normal can go a long way to supporting your child. Wornick’s School Counselor is also available to help support your child.
- **Monitor how much time your child is spending online.** Wornick does not want its students staring at computer screens for 7-8 hours a day. We ask that parents remember most teachers are not experts in remote learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. School administrators will periodically check in with you to assess what you’re seeing at home and what we need to adjust. We thank you in advance for your patience and partnership!
- **Set rules around their online interactions:** Students may connect online and that will be a helpful way to remain connected with their friends. However, any school utilized platforms that are used inappropriately will be turned off for that student as a consequence. Additionally, older students may have access to other social media or platforms unrelated to school. We ask that parents monitor their children’s use, and remind them to be respectful and kind.

Who to Contact: Roles & Responsibilities During Remote Learning

Many stakeholders will contribute to the effective implementation of this Remote Learning Plan. The roles and responsibilities of school personnel, students, and parents, are set forth below.

School Personnel Roles & Responsibilities

Head of School	<ul style="list-style-type: none"> • Communicate with all stakeholders
Senior Leadership Team	<ul style="list-style-type: none"> • Create and distribute Wornick’s Remote Learning Plan • Establish clear channels of communication between professional community, families, and students. • Support professional community and families shifting to a distance learning experience for all students
Senior Leadership Team and Technology	<ul style="list-style-type: none"> • Support all teachers in implementation of Wornick’s Remote Learning Plan • Provide models and examples of outstanding remote learning units and lessons • Recommend new methods and techniques for providing feedback to students. • Support teachers as they design new methods to assess student learning • Support teachers in developing strategies to differentiate their instruction. • Address parents concerns as they arise
Teachers	<ul style="list-style-type: none"> • Communicate frequently with your students and, as needed, with parents • Connect daily with their students through email and learning platforms • Take attendance based on students’ participation in activities and online lessons • Provide timely feedback to support your students’ learning • Review and reflect on the <i>Guidelines for Wornick Teachers</i> - plan for ways you can implement them. • Provide supplementary learning activities for students who may benefit from additional practice or extension activities • Use virtual platforms to check in with students on their well-being and classwork during 1 to 1 meetings and small groups • Check in with supervisor and grade level team as scheduled
Ed Tech	<ul style="list-style-type: none"> • Collaborate with colleagues to find resources for high quality distance learning experiences and research • Support teachers in developing strategies to differentiate their instruction.
Specialist Teachers	<ul style="list-style-type: none"> • PE - Develop a bank of exercises, physical activities, and competitions for students and share these with classroom teachers for posting on learning platforms. • Music - Develop a bank of activities for students and share these with classroom teachers for posting on learning platforms. • Science - Staying mindful of the resources and tools families may not have in their home, develop a bank of projects and learning engagements for students and share these with classroom teachers and families • Hebrew - Staying mindful of the resources and tools families may not have in their home, develop a bank of projects and learning engagements for students and share these with classroom teachers and families

	<ul style="list-style-type: none"> • Jewish Studies - Staying mindful of the resources and tools families may not have in their home, develop a bank of projects and learning engagements for students and share these with classroom teachers and families • Art - Staying mindful of the resources and tools families may not have in their home, develop a bank of projects and learning engagements for students and share these with classroom teachers and families • Peleh Lab- Staying mindful of the resources and tools families may not have in their home, develop a bank of projects and learning engagements for students and share these with classroom teachers and families <p>All Subjects - Communicate regularly with your students and provide timely feedback to them.</p>
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Student Roles & Expectations

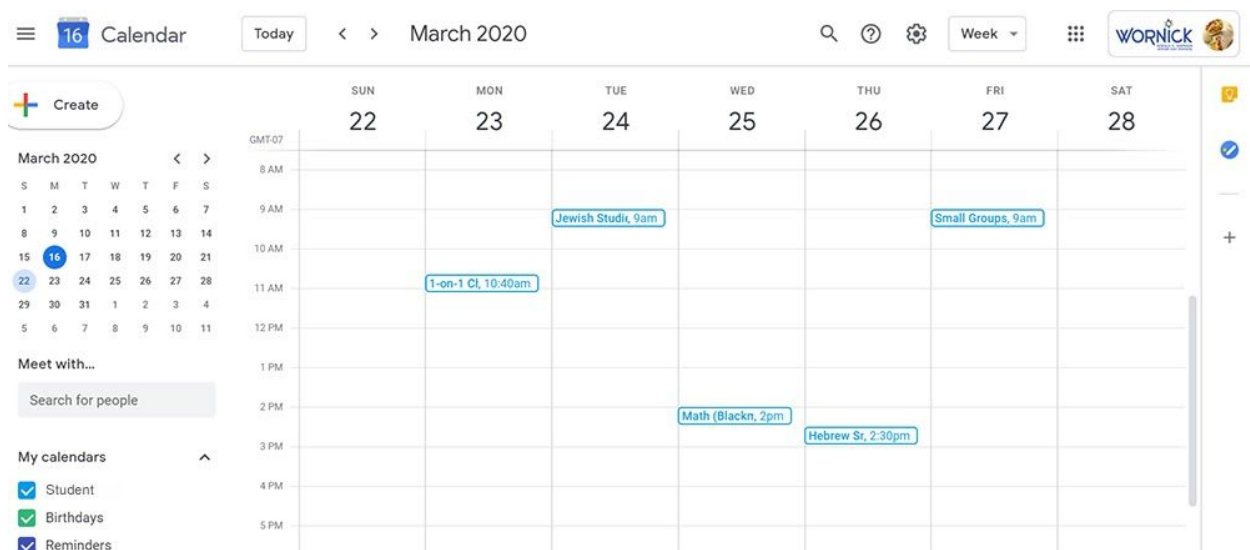
- Establish daily routines for engaging in the learning experiences (e.g. 8:30am start)
- Identify a comfortable, quiet space in your home where you can work effectively and successfully
- Regularly monitor online platforms (Google Classroom, Seesaw, email, etc.) to check for announcements and feedback from your teachers
- Complete assignments, doing your best work
- Join online meetings and lessons on time and behave respectfully
- Do your best to meet timelines, commitments, and due dates
- Communicate proactively with your teachers if you cannot meet deadlines or need help
- Collaborate and support your Wornick peers in their learning
- Comply with Wornick's Acceptable Use Policy, including expectations for online etiquette
- Proactively seek out and communicate with other adults at Wornick as different needs arise (see below)

Questions About...	Contact
Classwork, assignments, or resource	Your teachers - via email. All emails are listed on the Our Team page of Wornick's website
Login/Tech-related problem or issue	tech@wornickjds.org
A personal, academic, or social - emotional concern	Your child's teacher, our school counselor, Mrs. Haire, and Mr. Eilath Sara Calonico, School Counselor: scalonico@wornickjds.org
Other non-technology issues related to remote learning	Principal, Nicole Haire: nhaire@wornickjds.org
School Wide Information on closure	Adam Eilath: aeilath@wornickjds.org

Confidential Health Reporting	health@wornickjds.org
Facilities and Operations Questions	info@wornickjds.org to help determine what needs are and how we can help.

Overview of Remote Learning Schedules

Students will have two schedules. The first is their "synchronous schedule" or live online session or meeting with a teacher. Students and parents may see their daily synchronous schedule in two ways. The first is by logging into their Wornick Google account, going to calendar.google.com, and seeing your daily and long term schedule. Any synchronous lesson times have been entered into your student's calendar for them, and the link to join the Google Meet meeting is in the calendar details.



Your student can also see their daily meetings at meet.google.com while logged into their Wornick account.

Students will see their daily activities for asynchronous learning by logging into Seesaw for TK-3 and clicking on Activities. For Grades 4-8, they will log into Google Classroom through their Wornick Gmail account. They will see a morning message and all of their daily activities on their page.

Elementary School Priorities & Considerations

- The primary tools for communication between teachers and families will be Seesaw, email, and Google Meet.
- Students will have both off- and on-screen learning activities designed to engage 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 TK-2 will need higher levels of support than students in grades 3-5.

Remote Learning TK-3:

Parents can expect approximately 3.5 hours of daily activities per CAIS guidance for remote learning. These activities may include a morning message, storytime, Writers' Workshop, Reading, Math, History, Jewish Studies, Hebrew, Science, or additional educational activity. In TK-3, all activities will be found on the Seesaw for Class Learning Platform. They may be in the form of a video, online activity or offline activity. Please note that not all subjects will be assigned each day, and that as part of our approach to education which includes integrated curriculum and projects, there may be assignments that include multiple subjects and cross-curricular standards. In TK/K, Hebrew and Jewish Studies will be combined.

Students in TK-3 will also be scheduled for one 15 minute one to one session with a teacher on Google Meet on Mondays. They will also be scheduled for small group learning sessions during the week on Google Meet. These sessions will be pre-scheduled for you in Google Meet and will show up in your child's Google Calendar.

Your student can use meet.google.com and login with their gmail account. Alternatively, to add the Google Meet App to another device, please follow the instructions on the right side of this website on how to add the app and access meetings.

Grades 4-5:

Parents can expect approximately 3.5 hours of daily activities per CAIS guidance for remote learning. These lessons may include a morning message, Writers' Workshop, Literature Assignment, Math, History, Jewish Studies, Hebrew, Science, or additional educational activity. In Grades 4-5, all activities will be found on Google Classroom. Please note that not all subjects will be assigned each day, and that as part of our approach to education which includes integrated curriculum and projects, there may be assignments that include multiple subjects and cross-curricular standards.

Students in Grades 4-5 will also be scheduled for one 15 minute one to one session on Mondays with a teacher on Google Meet. They will also be scheduled for one synchronous lesson per week for their core subjects. These sessions will be pre-scheduled for the student in Google Meet. Your student can use meet.google.com and login with their gmail account. Alternatively, to add the Google Meet App to another device, please follow the instructions on the right side of this website on how to add the app and access meetings.

Middle School Priorities and Considerations

- The primary tools for communication between teachers and students will be Google Classroom, Veracross, email, and Google Meet.
- As during “normal” school operations, Middle School students are expected to be their own self-advocates and to contact their teacher if they need information, clarification, and/or assistance.
- Students will have both off- and on-screen learning activities designed to engage learners in experiences that connect to current curriculum.

Middle School:

Parents can expect approximately 3.5 hours of daily activities per CAIS guidance for remote learning. These activities may include a morning message, Writers' Workshop, Literature Assignment, Math, History, Jewish Studies, Hebrew, Science, or other educational activity. In Middle School, these activities will be found in Google Classroom or Veracross. Please note that not all subjects will be assigned each day, and that as part of our approach to education which includes integrated curriculum and projects, there may be assignments that include multiple subjects and cross-curricular standards.

Middle School one to one check-in's will take place on Mondays and those will be pre-scheduled in Google Meet. The synchronous learning schedule is as follows. In Grade 6 and Grade 7, there are certain subjects where the class is split into two smaller groups. Your time will be pre-scheduled in Google Meet. Please follow the instructions on the right side of this website on how to add the app and access meetings. In Chrome browser, students can go to meet.google.com and login with their gmail account.

Grade 6			Grade 7			Grade 8		
Day 1	Time	Subject	Day 1	Time	Subject	Day 1	Time	Subject
Tuesday	9:00-9:30 or 10-10:30	History	Tuesday	10-10:30 or 11-11:30	English	Tuesday	9-9:30	Science
Tuesday	11:00-11:30	Hebrew	Wednesday	9:00-9:30	Hebrew	Tuesday	12-12:30	History
Wednesday	9:00-9:30	Math	Wednesday	10-10:30 or 11-11:30	Science	Wednesday	9:00-9:30	English
Wednesday	10-10:30 or 11-11:30	Jewish Studies	Thursday	9-9:30 or 10-10:30	History	Wednesday	11:00-11: 30	Hebrew
Thursday	9-9:30 or 10-10:30	English	Friday	9:00-9:30	Math	Thursday	9:00-9:30	Math
Friday	10-10:30 or 11-11:30	Science	Friday	10-10:30 or 11-11:30	Jewish Studies	Friday	9:00-9:30	Jewish Studies

Day 2	Time	Subject	Day 2	Time	Subject	Day 2	Time	Subject
Tuesday	12-12:30 or 2-2:30	Science	Tuesday	8:30-9 or 9:30-10	Science	Tuesday	10:30-11	Math
Wednesday	12-12:30 or 2-2:30	English	Tuesday	2:00-2:30 or 3-3:30	Jewish Studies	Wednesday	2-2:30	Jewish Studies
Thursday	11-11:30	Hebrew	Wednesday	12-12:30 or 2-2:30	English	Thursday	11-11:30	English
Thursday	12-12:30 or 2-2:30	History	Thursday	12-12:30	Hebrew	Thursday	12-12:30	Science
Friday	8:30-9 or 9:30-10:00	Jewish Studies	Thursday	2:00-2:30	Math	Friday	10-10:30	History
Friday	12-12:30	Math	Friday	12-12:30 or 2-2:30	History	Friday	11:30-12	Hebrew

Social Emotional Support

Our school counselor, Sara Calonico, will be available to meet with students during the period of remote learning. To initiate a 1-1 call with Sara, please reach out to her at scalonico@wornickjds.org. Sara may proactively reach out to some students with whom she already has a working relationship.

Supporting Diverse Learners

During the period of remote learning, Ms. Samovar, our Director of Learning Support, will be in all Google classrooms and grade level Seesaw pages reviewing students' work and supporting teachers in engaging our diverse learners. Ms. Samovar will also be reaching out separately to engage in 1-1 Google video conference calls with students to maintain her work with the students she regularly supports. Please be on the lookout for Google event invitations for your students 1-1 with Ms. Samovar.

Attendance

Each day, students will be marked absent or present based on whether they participated in the assigned activities or online sessions.

Discipline

Google hangouts and "chats" are currently enabled. Typically, these functions are disabled in the Wornick space for some grade levels. Students who abuse the hangout space or use the chat inappropriately with their peers will have their hangouts disabled for a period of time as a consequence, as determined by the Head of School or Principal. We encourage you to monitor your students' computer use to support them in using it appropriately.