

# DISTANCE LEARNING at RPCS<sup>1</sup>

## Purpose

RPCS is committed to continuing our dynamic and rigorous educational experience in the event that we need to close the school for an extended period of time. The learning plan below outlines the age appropriate ways each division will use digital and traditional resources to provide your child with a meaningful learning experience for the duration of any potential closure. While not an exact substitute for classroom learning, we strive to maintain productive and developmentally appropriate lessons using a broad range of resources, approaches and methodologies. We look forward to partnering with you on this endeavor.

For division specific plans, including daily schedules, please see:

*Lower School p. 4*

*Middle School p. 8*

*Upper School p. 14*

## Guidelines for Parents/Guardians

We understand that a shift to a distance learning approach will require our teachers, 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. Division heads, teachers, learning support staff, and counselors 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 “brain 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

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<sup>1</sup> Thanks to Sidwell Friends School for making available their Distance Learning Plan from which we borrowed heavily.

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 and Advisors:** Your child's teachers, advisors and the division heads 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 and advisors are available as resources for your child and for you, please keep in mind that they 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) and many are also caring for their own young children at home. So, we ask that you be mindful when communicating with teachers and advisors striving to be succinct and focusing 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.

**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 the campus closure. Encourage your child to interact with friends through Microsoft Teams 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. Please follow age guidelines/laws when deciding to give your child access to a social media platform. Finally, it is your responsibility to monitor that your child uses social media appropriately. The RPCS Acceptable Use Policy can be found in the divisional handbooks located in the myRPCS divisional Virtual Offices.

**Encourage Physical Activity and Movement and Monitor Student Stress:** Our physical education teachers, coaches and dance teachers 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 counselors 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, and email. Teachers, administrators, advisors, and the learning support team will be available to communicate with students and parents on an ongoing and regular basis during the 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 will continue to be assessed for their schoolwork as outlined in divisional handbooks. Divisional handbooks can be found on myRPCS in the divisional Virtual Offices. 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 she begins to face challenges with learning?** Your child's teacher or advisor is the first resource for your child if she faces learning difficulties. In addition to your child's teacher, learning specialists are available to provide one-on-one support for your child. If your child begins to struggle with learning, please reach out to your child's teacher, advisor and division head 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 counselors can offer referrals to parents and can coordinate with outside providers. During the campus closure, parents/guardians should monitor students' mental health and seek outside support as needed.

**My child utilizes the Learning Support personnel at RPCS. Prolonged campus closure will make learning very difficult for my child. What support can the School provide?** The School's learning support teachers can provide additional support for students and will set up regular opportunities to touch base and support your child. Please contact them directly with individual questions.

**My child is not feeling well and is not able to engage in learning. Is there a way to report an absence so she 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 or advisor will work with your child and with you to ensure that she is able to make up any missed work and provide necessary extensions for assignment deadlines.

# LOWER SCHOOL DISTANCE LEARNING PLAN

## Technological Tools, Digital Resources, Platforms, and other Resources

How	Who	Why
myRPCS	All Parents, Students in grades 3-5 if needed	myRPCS is our Learning Management System. Faculty post content, links to resources, links to external programs for activities and videos, and hold discussions. <i>NOTE: do NOT use the Messenger capability. Regular communication is through email via Outlook</i>
Outlook	All Parents	Way to communicate with anyone in the RPCS community; primary contact for teachers and administrators
Seesaw	Parents/ Students K-5	This will be the primary source for daily lessons, messages, instructional videos K-5. Students in grades K-5 will use as a platform to demonstrate knowledge.
iPad apps	Grades K-5	Apps on iPad for practice/instruction for all students, including IXL and Newsela for grades 3-5

## ROLES AND RESPONSIBILITIES IN LOWER SCHOOL

Roles	Responsibilities
Leadership Team (LS Head, Assistant Head for Academics, Dean of Faculty)	<ul style="list-style-type: none"> <li>○ Establish clear communication channels to all constituencies</li> <li>○ Provide ongoing updates to families and faculty/staff</li> <li>○ Support all constituencies in the distance learning plan</li> <li>○ Support teachers in implementing high-quality instruction and feedback in a distance learning model</li> <li>○ Provide models and examples of strong distance learning units, lessons and projects</li> <li>○ Be a model of flexibility, optimism, creativity, and openness</li> <li>○ Lower School Head Lisa Teeling can be reached at <a href="mailto:teelingl@rpcs.org">teelingl@rpcs.org</a> and will publish office hours for families to call/email/Zoom when needed</li> </ul>
Classroom Teachers	<ul style="list-style-type: none"> <li>○ Collaborate with other members of the Lower School team to design learning experiences for students</li> <li>○ Foster a sense of community between and among students and families in your homeroom</li> <li>○ Provide students/families with timely communication and feedback</li> <li>○ Leverage technology</li> <li>○ Provide ways to assess student learning</li> <li>○ Be a model of flexibility, optimism, creativity, and openness</li> </ul>
Resource Teachers	<ul style="list-style-type: none"> <li>○ Collaborate with other members of the Lower School team to design learning experiences for students at each grade level</li> <li>○ Be mindful of and creative about the resources/tools families have at home</li> <li>○ Develop a bank of activities for students to complete with resources, links, and activities</li> <li>○ Provide ways to assess student learning</li> <li>○ Be a model of flexibility, optimism, creativity, and openness</li> </ul>
Learning Support/Reading/Math Teachers	<ul style="list-style-type: none"> <li>○ Communicate regularly with classroom teachers to provide instruction and resources for students who receive accommodations/ enrichment or other supports</li> <li>○ Support teachers in modifying or differentiating lessons</li> <li>○ Communicate regularly with students/families who have learning action plans on file</li> </ul>

	<ul style="list-style-type: none"> <li>○ Provide supplementary materials for students who may benefit from additional work- both enrichment and remedial</li> </ul>
School Counselor and Nurse	<ul style="list-style-type: none"> <li>○ Address any social or emotional concerns such as stress, worries, or social issues of students</li> <li>○ Address medical concerns of students; please contact the school nurse, Mrs. Wertheimer, at <a href="mailto:wertheimerc@rpcs.org">wertheimerc@rpcs.org</a></li> </ul>
Technology Staff	<ul style="list-style-type: none"> <li>○ Staff will be available for remote troubleshooting and problem-solving during regular school hours (8:00 am-3:30 pm)</li> <li>○ To help troubleshoot technology concerns; please contact the technology department at <a href="mailto:TechnologyDepartment@rpcs.org">TechnologyDepartment@rpcs.org</a></li> </ul>

## STUDENT AND FAMILIES

All students are expected to participate in distance learning during a campus closure. In case of illness, parents of students who are unable to participate should notify the School by emailing their child's homeroom teacher.

<b>Student Roles and Responsibilities</b>	
<ul style="list-style-type: none"> <li>○ Establish a daily routine for your schoolwork</li> <li>○ Find a comfortable, distraction-free place in your home where you can work</li> <li>○ Check Seesaw and your RPCS emails each day to learn about assignments for the day</li> <li>○ Complete all daily assignments</li> <li>○ Put forth your best efforts</li> <li>○ Abide by our Lower School rules and Acceptable Use Policy</li> <li>○ Do your best to meet deadlines</li> <li>○ Communicate with your teachers as needed</li> <li>○ Be a model of flexibility, optimism, creativity, and openness</li> </ul>	
<b>For questions about:</b>	<b>Reach out to:</b>
A lesson, assignment, etc.	Your homeroom teacher or resource teacher
A technology problem	Technology staff <a href="mailto:technologydepartment@rpcs.org">technologydepartment@rpcs.org</a>
A social emotional concern	Lower School Counselor: <a href="mailto:bestr@rpcs.org">bestr@rpcs.org</a>
Any other questions	Lower School Head: <a href="mailto:teelingl@rpcs.org">teelingl@rpcs.org</a>

<b>Family Roles and Responsibilities</b>
<p>Because of the age of our students, we ask that families play a significant role in ensuring that their children follow the program. Please be proactive in contacting the appropriate people if you run into challenges.</p> <ul style="list-style-type: none"> <li>○ Establish routines and expectations for your child</li> <li>○ Establish beginning and end-of-day check-ins with your child</li> <li>○ Help create a distraction-free place to work</li> <li>○ Monitor communications from the School and the teachers</li> <li>○ Partner with your child's teachers and reach out should challenges arise</li> <li>○ Help your child to plan out their work for the day and check-in to keep them focused and on task</li> <li>○ Take an active role in your child's learning and assist walking through instructions when needed</li> <li>○ Allow your child to solve challenging assignments themselves, leaning in to the "productive challenge"</li> <li>○ Monitor your child's screen time</li> <li>○ Set clear rules around using technology for social interactions and monitor their usage</li> </ul>

<ul style="list-style-type: none"> <li>○ Be a calm presence for your child</li> <li>○ Be a supportive partner of your child's teacher</li> </ul>	
<b>For questions about...</b>	<b>Reach out to...</b>
A lesson, assignment, etc.	Your homeroom teacher or resource teacher
A technology problem	Technology staff <a href="mailto:technologydepartment@rpcs.org">technologydepartment@rpcs.org</a>
A learning support concern	Please reference the communication you've received from your child's grade level teacher(s) regarding learning support. Lower School Learning Support, Betsy Villiger <a href="mailto:villigerb@rpcs.org">villigerb@rpcs.org</a>
A social-emotional concern	Lower School Counselor, Renee Best <a href="mailto:bestr@rpcs.org">bestr@rpcs.org</a>
Any other questions	Lower School Head, Lisa Teeling <a href="mailto:teelingl@rpcs.org">teelingl@rpcs.org</a>

**Daily Schedule:**

<b>Lower School</b>	<b>Wednesday, March 25 – Friday, April 3</b>
<b>Students in Grades K-2 Daily Schedule</b>	
<b>20-30 minutes</b>	<b>Literacy- Grades K-2</b> Work posted by 9:00 a.m. Complete assignments posted daily on SeeSaw
<b>30 minutes</b>	<b>Math – Grades K-2</b> Work posted by 9:00 a.m. Complete assignments posted daily on SeeSaw
<b>20 minutes every other day</b>	<b>Science– Grades K-2</b> Work posted by 9:00 a.m. Complete assignments posted daily on SeeSaw
<b>10-15 minutes every other day</b>	<b>World Language– Grades K-2</b> Work posted by 9:00 a.m. Complete assignments posted daily on SeeSaw
<b>20 min on Cycle Day for your grade</b>	<b>PE/Dance/Counselor – Wellness Chart</b> Work posted or use provided material from packet Log activities on Chart provided by teacher
<b>20 min on Cycle Day for your grade</b>	<b>Art/ Music/Innovation/Library</b> Work posted by 9:00 a.m. Complete assignments posted on SeeSaw for that day. Record as instructed.
<b>Flexible</b>	<b>Ongoing Learning Activities for Lower School in General</b> reading for pleasure, practice handwriting and/or typing skills, board games, mindfulness and wellness exercises

<b>Lower School</b>	<b>Wednesday, March 25 – Friday, April 3</b>
<b>Students in Grades 3 - 5 Daily Schedule</b>	
<b>45-60 minutes</b>	<b>Literacy – Grades 3-5</b> Work posted by 9:00 a.m. Complete assignments posted daily on SeeSaw
<b>45-60 minutes</b>	<b>Math – Grades 3-5</b> Work posted by 9:00 a.m. Complete assignments posted daily on SeeSaw
<b>30-40 minutes every other day</b>	<b>Science– Grades 3-5</b> Work posted by 9:00 a.m. Complete assignments posted daily on SeeSaw
<b>20-30 minutes every other day</b>	<b>World Language– Grades 3-5</b> Work posted by 9:00 a.m. Complete assignments posted daily on SeeSaw
<b>20 min on Cycle Day for your grade</b>	<b>PE/Dance/Counselor – Wellness Chart</b> Work posted or use provided material from packet Log activities on Chart provided by teacher
<b>20 min on Cycle Day for your grade</b>	<b>Art/ Music/Innovation/Library</b> Work posted by 9:00 a.m. Complete assignments posted on SeeSaw for that day. Record as instructed.
<b>Flexible</b>	<b>Ongoing Learning Activities for Lower School in General</b> reading for pleasure, practice handwriting and/or typing skills, board games, mindfulness and wellness exercises

# MIDDLE SCHOOL DISTANCE LEARNING PLAN

## Technological Tools, Digital Resources, Platforms, and other Resources

How	Who	Why
myRPCS	All Parents and Students in grades 6-8	myRPCS is our Learning Management System. Faculty post content, links to resources, links to external programs for activities and videos and hold discussions. <i>NOTE: Do NOT use the Messenger capability. Regular communication is through email via Outlook</i>
Outlook	All Parents and Students	Way to communicate with anyone in the RPCS community
Microsoft Teams or Zoom	Students	May be used for student/teacher collaboration.
Office 365	Students	Office 365 should be used by our students for collaborative work and to receive direct feedback from faculty
Library Catalog	Students	Can access our <a href="#">Library catalog in myRPCS</a>

## ROLES AND RESPONSIBILITIES IN MIDDLE SCHOOL

Roles	Responsibilities
Leadership Team (MS Head, Assistant Head for Academics, Dean of Faculty, Dean of Students, Department Chairs)	<ul style="list-style-type: none"> <li>○ Establish clear communication channels to all constituencies</li> <li>○ Provide ongoing updates to families and faculty/staff</li> <li>○ Support all constituencies in the distance learning plan</li> <li>○ Support faculty in implementing high-quality instruction and feedback in a distance learning model</li> <li>○ Provide models and examples of strong distance learning units, lessons and projects</li> <li>○ Be a model of flexibility, optimism, creativity, and openness</li> <li>○ Middle School Head Verna Mayo can be reached at <a href="mailto:mayov@rpcs.org">mayov@rpcs.org</a> and will publish office hours for families and students for live consultation via Microsoft Teams or Zoom</li> </ul>
Academic Teachers (Math, Science, English, History, World Languages, Latin, Arts)	<ul style="list-style-type: none"> <li>○ Collaborate with other members of the grade level team and department, as appropriate, to design daily distance-learning experiences for students with corresponding appropriate assessments</li> <li>○ Foster a sense of community between and among students and families</li> <li>○ Provide students/families with timely communication and feedback</li> <li>○ Leverage technology to provide meaningful learning opportunities</li> <li>○ Be a model of flexibility, optimism, creativity, and openness</li> <li>○ Create ways to collect information that will allow for grades to be reported for report cards/transcripts</li> </ul>
Athletics and PE	<ul style="list-style-type: none"> <li>○ Foster a sense of wellness</li> <li>○ Monitor PE activity logs</li> <li>○ Leverage technology to provide meaningful learning opportunities</li> <li>○ Be a model of flexibility, optimism, creativity, and openness</li> </ul>
Learning Support Teachers	<ul style="list-style-type: none"> <li>○ For students with Learning Plans, communicate with faculty, advisors and parents</li> <li>○ Support faculty in implementing high-quality instruction and feedback in a distance learning model</li> </ul>

	<ul style="list-style-type: none"> <li>o Collaborate with other members of the grade level team and department, as appropriate, to design daily distance-learning experiences for students with corresponding appropriate assessments</li> </ul>
School Counselor and Nurse	<ul style="list-style-type: none"> <li>o Address any social or emotional concerns such as stress, worries, or social issues of students</li> <li>o Address medical concerns of students; please contact the school nurse, Mrs. Wertheimer, at <a href="mailto:wertheimerc@rpcs.org">wertheimerc@rpcs.org</a></li> </ul>
Technology Staff	<ul style="list-style-type: none"> <li>o Staff will be available for remote troubleshooting and problem-solving during regular school hours (8:00 am-3:30 pm)</li> <li>o To help troubleshoot technology concerns; please contact the technology department at <a href="mailto:TechnologyDepartment@rpcs.org">TechnologyDepartment@rpcs.org</a></li> </ul>

### STUDENTS AND FAMILIES

All students are expected to participate in distance learning during a campus closure. For many learning activities, students will work independently at their own pace with assigned deadlines. In exceptional circumstances or illness, parents of students who are unable to participate should notify the School as they would for any school absence. Exceptional circumstances will be given special consideration.

If a student is “absent” because of illness, parents/guardians must communicate with the Middle School Assistant and then the Middle School Assistant will send the normal communication to all faculty via email.

For make-up work, the MS will follow modified expectations from the handbook:

1. If you are absent, you are responsible for making arrangements with your teachers on the day of your return to distance learning to make up the work you have missed.
2. Generally, you have twice the number of school calendar days as you were absent to make up your work. There are some exceptions to this general rule.
3. If you are absent one day and miss a test given on that day, you must email the teacher the day you return to distance learning to schedule a make-up test.
4. If you are absent on the day a major project is due, you are still required to turn in your project the next day.
5. If you miss a quiz or other written class work, you must make up that work under arrangements made individually with the teacher.

**Any exceptions to these procedures are at the discretion of the teacher and will be shared with the MS Head.**

<b>Student Roles and Responsibilities</b>	
<ul style="list-style-type: none"> <li>o Establish a daily routine for your schoolwork</li> <li>o Find a comfortable, distraction-free place in your home where you can work</li> <li>o Check the Bulletin Board announcements in myRPCS and your RPCS email each day to learn about assignments for the day</li> <li>o Complete all daily assignments</li> <li>o Put forth your best efforts</li> <li>o Do your best to meet deadlines</li> <li>o Communicate with your teachers as needed</li> <li>o Abide by the MS Code of Conduct and Acceptable Use Policy</li> <li>o Follow the norms of online communication as set forth by teachers for a given class</li> </ul>	
<b>For questions about:</b>	<b>Reach out to:</b>
A lesson, assignment, etc.	Your subject area teachers

A technology problem	Technology staff <a href="mailto:technologydepartment@rpcs.org">technologydepartment@rpcs.org</a>
A social emotional concern	<p>Dr. Greenberg will be available by email for all Middle School students. If students are experiencing any social or emotional concerns such as stress, worries, or social issues, they can contact Dr. Greenberg at <a href="mailto:greenbergj@rpcs.org">greenbergj@rpcs.org</a>. If you currently see Leigh Eisele, she can be reached at <a href="mailto:eiselel@rpcs.org">eiselel@rpcs.org</a>.</p> <p>Dr. Greenberg will be available on Tuesdays, Wednesdays, and Thursdays. She will get back to you within 24 hours. If you have an urgent issue that needs a more rapid response, please contact Carolyn Parker at <a href="mailto:parkercc@rpcs.org">parkercc@rpcs.org</a> or on her work cellphone at 443-902-2856. She is available Monday through Friday from 8 a.m. to 4 p.m.</p>
A learning support concern	<p>Students in LSL 6 and LSL 7 will receive communication from Mrs. Skeen on B days via RPCS email and/or Microsoft Teams. Mrs. Skeen will also be available for individual assistance as needed; students should reach out to her by email through her RPCS email address (<a href="mailto:skeenf@rpcs.org">skeenf@rpcs.org</a>).</p> <p>All other Middle School students who require help with academic work during this period of distance learning can reach out to Ms. Bierman for individual assistance either through her RPCS email address (<a href="mailto:biermanj@rpcs.org">biermanj@rpcs.org</a>) or through Microsoft Teams.</p>
Any other questions	Middle School Head or Middle School Dean of Students

### **Family Roles and Responsibilities**

We ask that families play a role in ensuring that their children follow the program. Please be proactive in contacting the appropriate people if you run into challenges.

- Establish routines and expectations for your child
- Establish beginning and end-of-day check-ins with your child
- Help create a comfortable, distraction-free place to work
- Monitor communications from the School and the teachers
- Partner with your child's teachers and reach out should challenges arise
- Help your child to plan out their work for the day and check-in to keep them focused and on task
- Take an active role in your child's learning and assist walking through instructions when needed
- Allow your child to solve challenging assignments themselves, leaning in to the "productive challenge"
- Monitor your child's screen time
- Set clear rules around using technology for social interactions and monitor their usage
- Be a supportive partner of your child's teacher
- Continue to communicate student illness to the Middle School Assistant
- Help ensure that your child is checking email and assignments daily

<ul style="list-style-type: none"> <li>○ Encourage your child’s independence in working through a question on their own as best they can</li> <li>○ Encourage your child to stay connected to friends, both through talking about academic work and questions, and also in other ways</li> <li>○ Provide opportunities for your child to find time in the day to engage in physical activity</li> <li>○ Reach out to counselors, learning support, etc. as needed</li> <li>○ Monitor your child’s screen time and help them build in breaks</li> <li>○ Think about ways to relax or take breaks that do not involve screens</li> <li>○ 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.</li> <li>○ Be a calm presence for your child</li> </ul>	
<b>For questions about...</b>	<b>Reach out to...</b>
A lesson, assignment, etc.	Your subject area teachers
A technology problem	Technology staff <a href="mailto:technologydepartment@rpcs.org">technologydepartment@rpcs.org</a>
A social-emotional concern	<p>Dr. Greenberg will be available by email for all Middle School students. If students are experiencing any social or emotional concerns such as stress, worries, or social issues, they can contact Dr. Greenberg at <a href="mailto:greenbergj@rpcs.org">greenbergj@rpcs.org</a>. If you currently see Leigh Eisele, she can be reached at <a href="mailto:eiselel@rpcs.org">eiselel@rpcs.org</a>.</p> <p>Dr. Greenberg will be available on Tuesdays, Wednesdays, and Thursdays. She will get back to you within 24 hours. If you have an urgent issue that needs a more rapid response, please contact Carolyn Parker at <a href="mailto:parkercc@rpcs.org">parkercc@rpcs.org</a> or on her work cellphone at 443-902-2856. She is available Monday through Friday from 8 a.m. to 4 p.m.</p> <p>If your child is experiencing any significant mental health concerns, including self-injurious thoughts/behaviors, suicidal thoughts or thoughts of harming others, please call 911 or take them to the Crisis Walk-in Clinic at Sheppard Pratt. If your child has an outside therapist, please contact them for support as needed.</p>
A Learning Support concern	<p>Students in LSL 6 and LSL 7 will receive communication from Mrs. Skeen on B days via RPCS email and/or Microsoft Teams. Mrs. Skeen will also be available for individual assistance as needed; students should reach out to her by email through her RPCS email address (<a href="mailto:skeenf@rpcs.org">skeenf@rpcs.org</a>).</p> <p>All other Middle School students who require help with academic work during this period of distance learning can reach out to Ms. Bierman for individual assistance either through her RPCS</p>

	email address ( <a href="mailto:biermanj@rpcs.org">biermanj@rpcs.org</a> ) or through Microsoft Teams.
Any other questions	Middle School Head or Middle School Dean of Students

**Daily Schedule:**

## A day/B day Pattern for Core

(MS will not follow 10 day cycle during Distance Learning)

Monday	Tuesday	Wednesday	Thursday	Friday
3/23 No School Spring Break	3/24 No School Professional Development	3/25 <b>A</b>	3/26 <b>B</b>	3/27 <b>A</b>
3/30 <b>B</b>	3/31 <b>A</b>	4/1 <b>B</b>	4/2 <b>A</b>	4/3 <b>B</b> Distance Learning Day – Parent Conferences will be Rescheduled!

**Schedules will be posted each week**

<b>Middle School</b>	<b>Wednesday, March 25 – Friday, March 27</b>
<b>A and B Schedules for Core Academic Classes</b>	
<b>Wednesday 3/25</b> A Schedule 8:30 – 9:30	<b>Science</b> Work posted by 8:00 a.m.                      Work due: 3/26 by 12noon <b>Live Class 3/25: 8:30-9:30 (teacher will notify you if you need to participate)</b>
9:45 – 11:15	<b>World Languages (Chinese, French, Spanish and Language Skills (6<sup>th</sup> &amp; 7<sup>th</sup> Grade) / Language Arts (8<sup>th</sup> grade)</b> Work posted by 8:00 a.m.                      Work due: 3/26 by 12noon <b>Live Class 3/25: 9:45-11:15 (teacher will notify you if you need to participate)</b>
11:30 – 12:30	<b>Geography (6<sup>th</sup> grade) and History (7<sup>th</sup> &amp; 8<sup>th</sup> Grade)</b> Work posted by 8:00 a.m.                      Work due: 3/26 by 12noon <b>Live Class 3/25: 11:30-12:30 (teacher will notify you if you need to participate)</b>
Anytime	<b>PE – Physical Education</b> 20 minutes per day Log activities on Chart provided by teacher
Anytime	<b>Art (6<sup>th</sup> &amp; 7<sup>th</sup> Grade)</b> <b>Arts Elective – Art, Theater, Dance (8<sup>th</sup> grade)</b> 20 minutes per day

	1 assignment to be worked on throughout the week; work posted by 8:00 a.m. 3/25
<b>Thursday 3/26</b> <b>B Schedule</b> 8:30 – 9:30	<b>English</b> Work posted by 8:00 a.m.                      Work due: 3/27 by 12noon <b>Live Class 3/26: 8:30-9:30 (teacher will notify you if you need to participate)</b>
9:45 – 11:15	<b>Math</b> Work posted by 8:00 a.m.                      Work due: 3/27 by 12noon <b>Live Class 3/26: 9:45-11:15 (teacher will notify you if you need to participate)</b>
11:30-12:30	<b>Latin</b> Work posted by 8:00am                      Work due: 3/27 by 12noon <b>Live Class 3/26: 11:30-12:30 (teacher will notify you if you need to participate)</b>
Anytime	<b>PE – Physical Education</b> 20 minutes per day Log activities on Chart provided by teacher
Anytime	<b>Art (6<sup>th</sup> &amp; 7<sup>th</sup> Grade)</b> <b>Arts Elective – Art, Theater, Dance (8<sup>th</sup> grade)</b> 20 minutes per day 1 assignment to be worked on throughout the week; work posted by 8:00 a.m. 3/25
<b>Friday 3/27</b> <b>A Schedule</b> 8:30 – 9:30	<b>Science</b> Work posted by 8:00 a.m.                      Work due: 3/26 by 12noon <b>Live Class 3/25: 8:30-9:30 (teacher will notify you if you need to participate)</b>
9:45 – 11:15	<b>World Languages (Chinese, French, Spanish and Language Skills (6<sup>th</sup> &amp; 7<sup>th</sup> Grade) / Language Arts (8<sup>th</sup> grade)</b> Work posted by 8:00 a.m.                      Work due: 3/30 by 12noon <b>Live Class 3/27: 9:45-11:15 (teacher will notify you if you need to participate)</b>
11:30 – 12:30	<b>Geography (6<sup>th</sup> grade) and History (7<sup>th</sup> &amp; 8<sup>th</sup> Grade)</b> Work posted by 8:00 a.m.                      Work due: 3/30 by 12noon <b>Live Class 3/27: 11:30-12:30 (teacher will notify you if you need to participate)</b>
Anytime	<b>PE – Physical Education</b> 20 minutes per day Log activities on Chart provided by teacher
Anytime	<b>Art (6<sup>th</sup> &amp; 7<sup>th</sup> Grade)</b> <b>Arts Elective – Art, Theater, Dance (8<sup>th</sup> grade)</b> 20 minutes per day 1 assignment to be worked on throughout the week; work posted by 8:00 a.m. 3/25
<b>Ongoing Learning Activities for Middle School</b>	
reading for pleasure, practice typing skills, mindfulness and wellness	

# UPPER SCHOOL DISTANCE LEARNING PLAN

## Instructional Tasks & Technological Platforms, Tools, & Resources

WHAT	WHY	HOW
Communication	<i>Keep students informed</i>	<ul style="list-style-type: none"> <li>○ myRPCS as Learning Management System (LMS)</li> <li>○ myRPCS assignment calendar</li> <li>○ Course pages will be the hub for all other links, resources and tools</li> </ul>
Class Discussion	<i>Build and maintain online community and class culture</i>	<ul style="list-style-type: none"> <li>○ myRPCS discussion threads</li> <li>○ Microsoft Teams &amp; Zoom for synchronous class meetings as well as asynchronous chats</li> <li>○ Padlet</li> <li>○ Flipgrid and others for asynchronous discussions</li> </ul>
Information	<i>To present organized instructional content</i>	<ul style="list-style-type: none"> <li>○ Online texts &amp; publications shared via MyRPCS course pages</li> <li>○ Screencasts using apps like Loom</li> <li>○ online lectures &amp; slidedecks (PPTs)</li> <li>○ discipline-specific resources</li> <li>○ MyRPCS content areas</li> <li>○ OneNote</li> <li>○ Share PPTs for asynchronous digestion or live via Teams</li> </ul>
Assignments/Tests	<i>Collect student work to assess mastery and progress</i>	<ul style="list-style-type: none"> <li>○ myRPCS quizzes &amp; graded discussions</li> <li>○ journals, blogs, podcasts</li> <li>○ online assessment tools like Quizlet or Kahoot</li> </ul>
Grading	<i>To let students know how they're doing</i>	<ul style="list-style-type: none"> <li>○ myRPCS gradebook</li> <li>○ Spring semester mid-term grades and comments will be published to students and families in early April</li> </ul>

## ROLES AND RESPONSIBILITIES IN UPPER SCHOOL

Roles	Responsibilities
Leadership Team (US Head, Assistant Head for Academics, Dean of Faculty, Dean of Students, Grade Level Deans)	<ul style="list-style-type: none"> <li>○ Establish clear communication channels to all constituencies</li> <li>○ Provide ongoing updates to families and faculty/staff</li> <li>○ Support all constituencies in the distance learning plan</li> <li>○ Support teachers in implementing high-quality instruction and feedback in the distance learning model</li> <li>○ Provide models and examples of strong distance learning units, lessons and projects</li> <li>○ Be a model of flexibility, optimism, creativity, and openness</li> <li>○ Upper School Head Colleen Kyle can be reached at <a href="mailto:kylec@rpcs.org">kylec@rpcs.org</a> and will publish office hours for families and students for live consultation via Microsoft Teams or Zoom</li> </ul>
Classroom Teachers	<ul style="list-style-type: none"> <li>○ Collaborate with department members and other faculty to design and share learning experiences for students</li> <li>○ Foster a sense of community between and among students in each class</li> <li>○ Leverage technology to provide meaningful learning opportunities</li> <li>○ Be a model of flexibility, optimism, creativity, and openness</li> </ul>

Advisors	<ul style="list-style-type: none"> <li>○ Check in with advisees regularly, meeting synchronously once a week during distance learning</li> <li>○ Connecting with advisees and families when teachers report a lack of engagement in online learning tasks</li> <li>○ Engaging learning support teachers as needed to assist struggling students</li> <li>○ Engaging school counselors when needed to support students</li> <li>○ Communicating with deans and the leadership team regarding challenges or issues with advisee learning and wellbeing</li> </ul>
Learning Support Teachers	<ul style="list-style-type: none"> <li>○ For students with Learning Plans, communicate with faculty, advisors and parents</li> <li>○ Support faculty in implementing high-quality instruction and feedback in a distance learning model</li> <li>○ Collaborate with other members of the grade level team and department, as appropriate, to design daily distance-learning experiences for students with corresponding appropriate assessments</li> </ul>
School Counselors and Nurse	<ul style="list-style-type: none"> <li>○ Head of Counseling Carolyn Parker is available via email at <a href="mailto:parkercc@rpcs.org">parkercc@rpcs.org</a> or her work cell at <b>443-902-2856</b> Monday through Friday from 8-4</li> <li>○ Leigh Eisele, maternity leave substitute counselor for Makeda King-Smith, is also available and can be reached at <a href="mailto:eiselel@rpcs.org">eiselel@rpcs.org</a></li> <li>○ Courtney Wertheimer, School Nurse at <a href="mailto:wertheimercc@rpcs.org">wertheimercc@rpcs.org</a>.</li> </ul>
Technology Staff	<ul style="list-style-type: none"> <li>○ Staff will be available for remote troubleshooting and problem-solving during regular school hours (8:00 am-3:30 pm)</li> <li>○ Contact help via <a href="mailto:TechnologyDepartment@rpcs.org">TechnologyDepartment@rpcs.org</a>.</li> </ul>

### 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 case of illness, parents of students who are unable to participate should notify the School by emailing the US Office at [USAttendance@rpcs.org](mailto:USAttendance@rpcs.org).

<b>Student Roles and Responsibilities</b>	
<ul style="list-style-type: none"> <li>○ Establish a daily routine for your schoolwork</li> <li>○ Find a comfortable, distraction-free place in your home where you can work</li> <li>○ Check myRPCS and your RPCS email each day to learn about assignments for the day</li> <li>○ Complete all daily assignments</li> <li>○ Put forth your best efforts</li> <li>○ Abide by our Upper School rules and Acceptable Use Policy</li> <li>○ Do your best to meet deadlines</li> <li>○ Communicate with your teachers as needed</li> </ul>	
<b>For questions about:</b>	<b>Reach out to:</b>
A lesson, assignment, etc.	Your teacher or advisor
A technology problem	Technology staff <a href="mailto:technologydepartment@rpcs.org">technologydepartment@rpcs.org</a>
A learning support concern	9th grade students enrolled in Study Hall Plus will receive communication from Ms. Mundis on their regularly scheduled meeting days (cycle days 2, 4, 6 and 8) via myRPCS and/or Microsoft Teams. Ms. Mundis will also be available for individual assistance as needed;

	<p>students should reach out to her by email through her RPCS email address (<a href="mailto:mundisw@rpcs.org">mundisw@rpcs.org</a>) or through Microsoft Teams.</p> <p>Mrs. Yoder will reach out to students in grades 10 through 12 via SignUp Genius to schedule appointments as needed for assistance with academic work. Students may also reach out to her via email through her RPCS email address (<a href="mailto:yodern@rpcs.org">yodern@rpcs.org</a>) or through Microsoft Teams.</p>
A social emotional concern	<p>Carolyn Parker and Leigh Eisele will be available by email for all upper school students. If students are experiencing any social or emotional concerns such as stress, worries, or social issues, they can contact them at the following emails: <a href="mailto:parker@rpcs.org">parker@rpcs.org</a> and <a href="mailto:eisele@rpcs.org">eisele@rpcs.org</a>.</p> <p>If you have an urgent issue that needs more rapid response, please contact Carolyn Parker on her work cellphone at 443-902-2856. She is available Monday through Friday from 8 am to 4 pm.</p>
Any other questions	Grade Level Deans or Ms. Kyle; <a href="mailto:kylec@rpcs.org">kylec@rpcs.org</a>

### Family Roles and Responsibilities

We ask that families play a significant role in ensuring that their children follow the program. Please be proactive in contacting the appropriate people if you run into challenges.

- Establish routines and expectations for your student
- Establish beginning and end-of-day check-ins
- Help create a distraction-free place to work
- Monitor communications from teachers, advisors, and RPCS
- Partner with your student's teachers and reach out via email should challenges arise
- Help your student to plan out their work for the day and check-in to keep them focused and on task
- Take an active role in learning and assist walking through instructions when needed
- Allow your student to solve challenging assignments themselves, leaning into "productive challenge"
- Monitor your student's screen time
- Set clear rules around using technology for social interactions and monitor their usage
- Be a calm presence and supportive learning partner

For questions about...	Reach out to...
A lesson or assignment	Your teacher or academic support instructor
A technology problem	Technology staff <a href="mailto:technologydepartment@rpcs.org">technologydepartment@rpcs.org</a>
A social-emotional concern	<p>Carolyn Parker and Leigh Eisele will be available by email for all upper school students and parents. If students are experiencing any social or emotional concerns such as stress, worries, or social issues, they can contact Carolyn Parker and Leigh Eisele at the following emails: <a href="mailto:parker@rpcs.org">parker@rpcs.org</a> and <a href="mailto:eisele@rpcs.org">eisele@rpcs.org</a>.</p> <p>If you have an urgent issue that needs more rapid response, please contact Carolyn Parker on her work cellphone at 443-902-2856. She is available Monday through Friday from 8 am to 4 pm.</p> <p>If your child is experiencing any significant mental health concerns, including self-injurious thoughts/behaviors, suicidal thoughts or thoughts of harming others, please call 911 or take them to the Crisis Walk-in</p>

	Clinic at Sheppard Pratt. If your child has an outside therapist, please contact them for support as needed.
Any other questions	Grade Level Deans: Sarah Layng (12 <sup>th</sup> ), Jesse Anderson (11 <sup>th</sup> ), Robin Prescott (10 <sup>th</sup> ), Lisa Diver (9 <sup>th</sup> ) Upper School Head Colleen Kyle Upper School Dean of Students Melissa Carter-Bey

**Upper School Daily Schedule:** Please see myRPCS "My Day" for your schedule and responsibilities each day. Below is the modified Upper School calendar for March 22 to April 3, which is coordinated with Gilman and Bryn Mawr.

Monday 3/23	Tuesday 3/24	Wednesday 3/25	Thursday 3/26	Friday 3/27
Spring break	Teacher prep day  <i>All assignments for tomorrow will be posted by the end of today. Norms, communication methods, tasks and expectations will be made clear to students for each class.</i>	DAY FOUR <b>Distance Learning Begins</b>  Per. 1: 9:00-10:00 Per. 2: 10:20-11:20 Per. 3: 11:40-12:40  B Block: 1:20-2:20 A Block: 2:25-3:05	DAY FIVE Per. 1: 8:00-9:20 Per. 2: 9:40-11:00 Per. 3: 11:20-12:40  ADVISORY via Microsoft Teams: 1:20-1:50  9/10 RED block: 1:55-2:55	DAY SIX Per. 1: 8:00-9:20 Per. 2: 9:40-11:00 Per. 3: 11:20-12:40  A Block: 1:20-2:20 B Block: 2:25-3:05

Monday 3/30	Tuesday 3/31	Wednesday 4/1	Thursday 4/2	Friday 4/3
DAY SEVEN Per. 1: 8:00-9:20 Per. 2: 9:40-11:00 Per. 3: 11:20-12:40  1:20-3:25: One Love event planned (info to come)	DAY EIGHT Per. 1: 8:00-9:20 Per. 2: 9:40-11:00 Per. 3: 11:20-12:40  B Block: 1:20-2:20 A Block: 2:25-3:05	DAY NINE Per. 1: 9:00-10:00 Per. 2: 10:20-11:20 Per. 3: 11:40-12:40  11/12 RED block & Somettos: 1:55-2:55	DAY TEN Per. 1: 8:00-9:20 Per. 2: 9:40-11:00 Per. 3: 11:20-12:40  ADVISORY via Microsoft Teams: 1:20-1:50  9/10 RED block: 1:55-2:55	DAY ONE Per. 1: 8:00-9:20 Per. 2: 9:40-11:00 Per. 3: 11:20-12:40  US Meeting via Microsoft Teams: 1:20-1:50  <b>End of 3rd quarter (delayed 1 week)</b>

**Beyond April 3:** If distance learning continues past April 3, an updated weekly schedule and calendar will be shared with all students and families. Grades and comments for third quarter are due Thursday, April 9 and will be published for families by April 16.