The Nueva School

Remote Learning Plan Version 3.0 August 2020
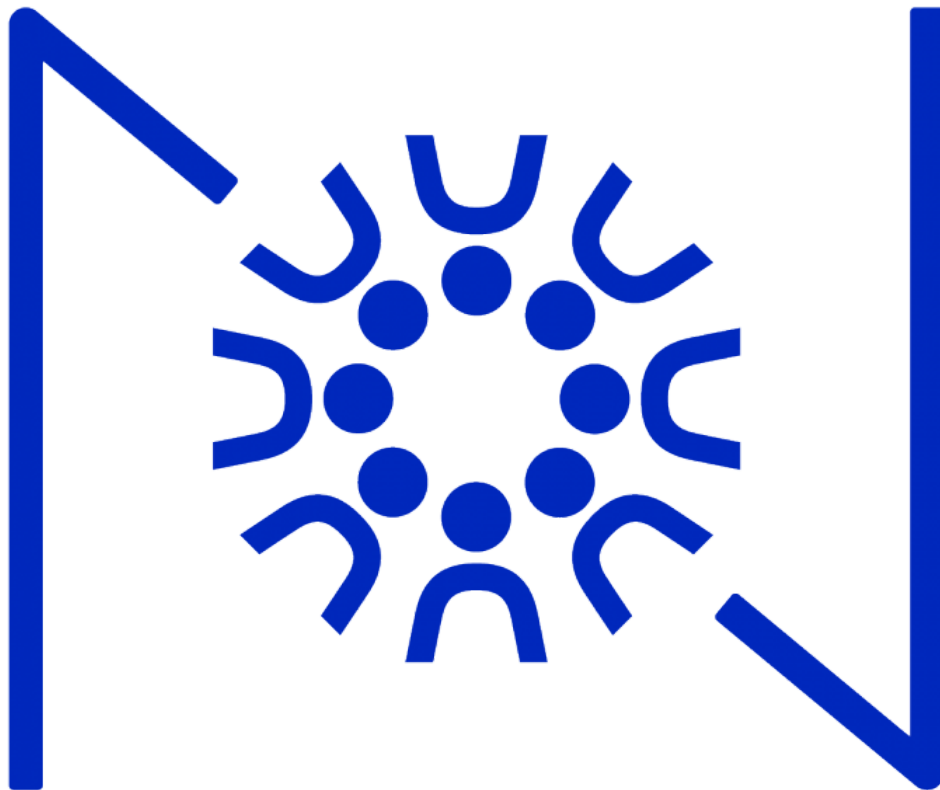
Top Things to Know about Remote Learning at Nueva

1. Remote learning is real school. Classroom expectations remain the same, and we are working hard to develop meaningful and engaging learning regardless of the modality we find ourselves (remote, blended or on site).
2. We are steadfastly committed to our motto of "Learn by Doing, Learn by Caring," and this shapes how we approach our planning in remote learning.
3. We embody the tenets of The Nueva Way and continue to robustly infuse that ethos into our remote environment.
4. We acknowledge that our ability to support students looks different in a remote environment but our commitment and support mechanisms are still in place.

It is important that we stay grounded in who we are and what we value as we plan for remote learning. From a focus on the health and well being of our students, staff and faculty to ensuring alignment to the Nueva mission, vision and values and our one school approach, we continue to use these design principles, developed in March 2020 for our move to a remote setting to guide our planning moving forward.

Design principles guiding our planning

ESSENTIAL VALUES
THE GREATER GOOD
NUEVA MISSION & VALUES ALIGNED

DESIGN ELEMENTS
- CONSISTENT & PREDICTABLE
- CLEAR
- FLEXIBLE THROUGH TRANSITION & PHASE CHANGE
- BIAS TOWARDS ACTION
- ITERATIVE / RESPONSIVE

NUEVA GUIDEPOSTS
- DEVELOPMENTALLY APPROPRIATE
- ONE-SCHOOL ALIGNED
- HONORS OUR VALUE PROPOSITION
- COMMUNITY ORIENTED

Remote Learning at Nueva

Nueva's approach to remote learning begins with the assertion that the learning experiences teachers design when school is in regular session cannot be simply replicated through remote learning. In particular, the invaluable social interactions and mediation that occur naturally among students and between teachers and students cannot be recreated in the same way. In addition, teachers must find new methods for providing timely and specific feedback to support student growth and learning. Accordingly, this remote learning plan provides guidelines and insights about how Nueva's faculty can leverage digital and experiential learning in ways which bring curricula to life.

Nueva deliberately uses the term **remote learning,** rather than technology-specific labels such as "virtual learning," "e-learning," or "online classes." This choice reflects our conviction that quality learning can occur at a remote location without solely relying on computers. Rather than being tied to electronic devices for their learning, Nueva's goal is for students to read, communicate, and engage in authentic learning experiences, while continuing to be physically active. Nueva's shift to remote learning planning begins with consideration of how we can intentionally align remote learning experiences with our Mission and Vision, which are provided on the right.

Aligning this Remote Learning Plan to Nueva's mission and vision gives teachers permission to think differently about the opportunities and possibilities that might result from the challenging circumstances associated with any school closure. As teachers reflect on how to best design or redesign their units, lessons, or courses, we encourage them to consider the following questions:

Mission

Our school community inspires passion for lifelong learning, fosters social and emotional acuity, and develops the imaginative mind.

Vision

The Nueva School uses a dynamic educational model to enable gifted learners to make choices that benefit the world.

- *How can I leverage digital platforms to provide **learning experiences rich in engagement, social interaction, and feedback**?*
- *Which of the **key understandings, skills, and habits of learning** previously identified for the original learning experience are **transferable to a remote experience**? How can I help my students **construct** their own understandings? And/or, how should I shift the learning goals and experiences to ensure my students get the most out of their remote learning?*
- *What are the **authentic, age-appropriate learning opportunities** that have resulted from this emergency or crisis? Where might my students' **curiosity and motivation** open other new possibilities?*
- *How can I design learning experiences that address the needs of **different types of learners** who need different kinds of support and guidance?*
- *How will I **assess** student learning in meaningful ways?*
- *How can I continue to **build a community and culture of care** even while learning remotely?*

- *How can I help my students **manage the worry, fear, or isolation** they may be experiencing as a result of this emergency or crisis?*

Technology Systems to Support Remote Learning at Nueva

Nueva sought recommendations from several leading organizations and agencies as it developed this remote learning plan, including support from local, national, and international school partners, National Association of Independent Schools, California Association of Independent Schools, and Global Online Academy. With regard to the school's core technological and communications systems, Nueva offers the following FAQs to describe how we will communicate and manage learning during a remote learning event.

Q1 How will Nueva communicate with parents, students, and faculty/staff in the event of an extended campus closure?

A Nueva will continue to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. Most systems are remotely accessible and will function in an emergency situation. The following table below describes these systems:

Channel	Audience	Description & Access
Email (MS Exchange)	Faculty, staff, parents, students	Email will be used for all major communications and announcements, including those from the head of school and division heads. Faculty will also use email to communicate, although they will also use other platforms to interact with their students.
Emergency Broadcast System (OneCallNow)	Faculty, staff, parents, students	Our emergency broadcast system, through OneCallNow, may be used to inform the Nueva community of urgent news and announcements through automatic calls and/or texts. The message may refer to a more detailed email that will be released shortly after the emergency announcement.
Google Apps for Education (google.com)	Lower, middle, and upper school students	Google Apps for Education (including Gmail, Docs, and Google Classroom) will continue to be the platform used by lower and middle school teachers. For video conferencing in small or large groups, we will use Zoom.
Canvas (nuevaschool.instructure.com)	Upper school students	Upper school faculty will continue to use Canvas and other platforms they are already familiar with, to share documents, assignments, and feedback.
Seesaw (seesaw.me)	Younger lower school students (PK–2)	Seesaw was originally piloted in thelLower school and used as a classroom communication platform several years ago. We are returning to Seesaw to increase classroom communication for our lower school parents.

THE NUEVA SCHOOL

Nueva Community Website (my.nuevaschool.org)	Lower school and middle school students and parents	Lower and middle teachers and students will also continue using their regular Nueva community website, homework blogs, and class pages for sharing assignments as well as general communication for the whole class. The homework digest system will continue to work as normal for middle school families.
Zoom (zoom.us)	Lower school, middle school, upper school faculty and students	The above options are Nueva's standard asynchronous learning platforms. Zoom video conferencing sessions may also be used by faculty and students for synchronous learning opportunities.
Remind (remind.com)	Middle school and upper school students	Middle school and upper school faculty also have the option of creating Remind classes to chat with their students over the Remind platform. Nueva typically uses Remind for trips, but in this plan, faculty also have this option for engaging with students.
Public Website	general public	Nueva will maintain general information on its closure status for the public at https://www.nuevaschool.org

Q2 **Are the learning management systems (LMS) employed in this plan the same as those used during normal school operations?**

A Yes, Nueva's learning management systems (Canvas and Google Classroom) are already built on cloud-based systems. We are also going to be using Seesaw for the younger lower school students. These systems will continue to work from anywhere in the world, even during an emergency. We can continue to use our LMS systems during a crisis, even if buildings are damaged or our campus is inaccessible. Each of our primary LMS systems has multiple administrators, so they can be managed remotely (from anywhere, online) by more than one person, in the event the main system administrator is out of contact or unavailable.

Q3 **How will Nueva ensure students have access to these systems from off-campus?**

A We provided all of our students in grades 2–12 with MacBook Pro laptops, and all students in kindergarten and first grade with Chromebooks. Under normal circumstances, middle and upper school students bring their devices home every night. ISecond through fifth grade students students would leave their laptops in carts every night. In the event that campus closure seems likely, the Tech Office and teachers will attempt to ensure all students in K–12 bring their devices and chargers home. Most of our technology tools are not device-specific, which means students will be able to access learning through parental devices, phones, etc. in the event that they cannot access their school laptop.

10 Guidelines for Nueva's Faculty

The transition to remote learning has proven to take time, patience, and flexibility. Teachers need to think differently about how to communicate, facilitate instruction, and provide feedback; how to design lessons and assignments that are authentic and meaningful; and how to ensure students continue to collaborate and communicate with others. The ten guidelines below are intended to help faculty across all divisions reflect on challenges they will confront when shifting to remote learning.

1—Learn by Doing, Learn by Caring
Nueva is built upon a spirit of empathy and action. In the event of a crisis that leads to implementation of this Remote Learning Plan, your students might be anxious or worried. Before diving into the curriculum, take the time to assess your students' physical, social, and emotional well-being. How are they doing? How are their families? Regularly check in with your students as long as this Remote Learning Plan is in place.

2—Evaluate your students' conditions for remote learning
While most students will have reliable internet access at home and the necessary devices to shift to remote learning, others will not. Teachers should remember that each family's circumstances will vary, and they should avoid assumptions about limitations or restrictions students are facing. Ask your students and/or their parents to confirm their location, whether their online access is reliable, and what devices students have at their disposal. As a school we will open a dialogue with families and avoid assumptions that all students' circumstances are the same.

3—Stick with the familiar
Especially in the first weeks after moving to this Remote Learning Plan, teachers should continue using existing communication channels and systems. In other words, stick with what's familiar to your students. Teachers should remember that while many students will thrive with remote learning, others will struggle. In the event that the school remains closed for a longer period of time, it may become necessary to explore new or different learning platforms that provide different experiences. In the beginning, stick with the familiar.

4—Less is more
Should Nueva implement this Remote Learning Plan, one challenge confronting teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers need to take a *less-is-more* perspective, including the pacing of lessons and assignments. It can also be hard to know exactly how long the school closure might last, which makes longer-term planning difficult. In addition, most students describe not being at their full learning capacity as they struggle to deal with this crisis situation.

5—Seize the moment; embrace new opportunities and possibilities for your students
Years or decades from now, how will your students remember the emergency that resulted in school closure? While remote learning should attempt to bring some normalcy and routine to students' lives, teachers shouldn't ignore the opportunities resulting from school closure either. We might encourage students to keep a daily journal or diary for the duration of the crisis. Personal journaling and/or other creative writing assignments can help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well,

including video, drawing, painting, and music. Moreover, the crisis might also provide other real-life opportunities to study scientific phenomena associated with the crisis, how the media is reporting the incident, how governments are responding, and many other opportunities to seize the moment and design new learning transdisciplinary experiences for our students.

6—Provide space for personalized learning
Remote learning can provide opportunities for students to personalize what, how, and when they learn. Students can move more flexibly and freely through content when teachers create nonlinear curricula. Remote learning can also provide students with the opportunity to learn at different paces (e.g. Khan Academy). School closure could also create opportunities for more authentic learning. What museums, galleries, concerts, or memorials might they experience remotely? How might they access choices of resources (i.e. films and books)? How might they share these alternative experiences with their classmates? How might students be empowered to create their own learning pathways and experiences?

7—Designers of experience; facilitators of learning
In shifting to remote learning, it is especially important for Nueva teachers to remember our primary roles as designers of experiences and facilitators of learning. Remote learning places a premium on a teacher's ability to think more deeply about how to introduce content, design experiences, and coach students with thoughtful, specific feedback. Teachers need to establish conditions where students have a clear sense of purpose, opportunities to express themselves, and experiences that allow them to work toward mastery. This will help students stay motivated and engaged in learning, even when they are not physically at school.

8—Design asynchronous learning experiences
When school is closed, teachers can still connect students asynchronously. For example, teachers can use familiar discussion forums or tools like Google Classroom and Canvas to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.

9—Design synchronous learning experiences
When it comes to student engagement and learning, relationships matter as much online as they do in person. If Nueva's campuses were closed, students might be able to gather for synchronous learning times via video chat using Google Hangouts or Zoom. Collaboration remains important and there are many ways teachers can foster it through synchronous learning.

10—Think differently about assessment
Assessment is one of the most challenging adjustments for teachers new to remote learning. Remote learning should be seen as an opportunity for students, individually or collaboratively, to complete writing assignments, design infographics, make video presentations, or complete oral assessments via video chat. Teachers are encouraged to think differently about the end goal to performance instead of forcing an assessment method that might not fit remote learning. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of remote learning, and prevent frustration on the teacher's part when other methods do not work.

11 Guidelines for Nueva's Parents

We recognize that this will be a complicated time for families and the transition to remote learning will be a challenge, and we are working hard to aid your ability to support your children at home. Parents will need to think differently about how to support their children, how to create structures and routines that allow their children to be successful, and how to monitor and support their children's learning. Some students will thrive with remote learning, while others might struggle. The 11 guidelines below are intended to help parents think about what they can do to help their children find success in a remote learning environment. We also know that we will all be flexing to respond to the needs that our families face during this time. If there are unique challenges, particular needs, or concerns that arise, please reach out to us.

1—Establish routines and expectations
Routine supports children both in terms of learning and sense of calm and wellbeing. From the first day Nueva implements its Remote Learning Plan, parents need to establish routines and expectations. Nueva encourages parents to set regular hours for their children's school work, to the best of their ability. Keep normal bedtime routines for younger children and expect the same from your middle and upper school-age children, too. (Don't let them stay up late and sleep in!) Your children should move regularly and take periodic breaks as they study. It is important that parents set these expectations for how their children will spend their days starting as soon as remote learning is implemented as we know children have a better chance to thrive with routine.

2—Define the physical space for your child's study
Your children might have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time, as will be the case if this Remote Learning Plan is implemented. We encourage families to establish a space/location where their children will learn most of the time. This should be a public/family space, not in a child's bedroom. It should be a place that can be quiet at times and have internet access. It should be a space where parents can check in their children's learning.

3—Monitor communications from your children's teachers
Teachers will communicate with parents through email, when and as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. Nueva wants parents to contact their children's teachers. However, we ask parents to remember that teachers, especially in middle and upper school, will be communicating with dozens of other families—if not 100+—and that communications should be essential, succinct, and self-aware. We also encourage parents to have their children explain the various platforms and systems (i.e. Google Classroom and Canvas) that their teachers are using.

4—Begin and end each day with a check-in

Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask your children what they will be learning today. What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they have received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents (that's normal!), but they should, nevertheless, think through the questions for themselves. Parents should establish these check-ins as regular parts of

each day. Not all students thrive in a remote learning environment; remember that some students struggle with too much independence or lack of structure.

5—Take an active role in helping your children process and own their learning
In the course of a regular school day at Nueva, your children engage with other students or adults dozens, if not hundreds, of times. These social interactions and opportunities for mediation include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be recreated on virtual platforms, others will not. Human beings learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning. However, it is important that your children own their work; don't complete assignments for them, even if they are struggling.

6—Establish times for quiet and reflection
A particular challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are different ages and have different needs. There might be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling headphones (no music necessary!) to block out distractions.

7—Encourage physical activity and/or exercise
Make sure your children remember to move and exercise. This is vitally important to their health, well-being, and their learning. Nueva's physical education teachers will recommend activities or exercises, but it is important for parents to model and encourage exercise! Also think about how your children can pitch in more around the house with chores or other responsibilities.

8—Remain mindful of your child's stress or worry
During a crisis, it is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide. As a school, we will do our best to provide resources that support parents with social-emotional learning during this time.

9—Monitor how much time your child is spending online
Nueva does not want its students staring at computer screens for seven to eight hours a day, and for young children, we want to be particularly judicious about screen time (while also providing opportunities to connect, use resources, and get feedback). We ask parents to remember that most teachers are not experts in remote learning, and it will require some trial-and-error before we find the right balance between online and offline learning experiences. Division heads or teachers will periodically check in with you to assess what you are seeing at home and what we need to adjust. We thank you in advance for your patience and partnership!

10—Keep your children social, but set rules around their social media interactions
If Nueva implements this Remote Learning Plan, the novelty of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help your children maintain contact with friends and see them in person if safe and if circumstances permit. Older students may rely more heavily on social media to communicate with friends. Social media apps such as SnapChat, Instagram, WhatsApp, TikTok, or Facebook are not official, school-sanctioned channels of communication. Nueva asks parents to monitor their children's use of social media, reminding them to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others.

11—Be patient

The transition to remote learning will stretch our families, teachers, and students, especially initially. We will work hard to be responsive to challenges that arise, and we know that routines and new teaching methods will become easier and more accessible with practice and integration of feedback. During any remote learning time period, we also know circumstances might change rapidly. While we work to respond, we also know it will be important for families to balance work and family well-being. We also recognize that transitioning to remote learning is only one of the changes that parents will need to make during this time, and we encourage you to give yourselves and each other grace as we navigate this together.

Roles & Responsibilities During Remote Learning

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

School Personnel Roles & Responsibilities	
Leadership Team	- Create and distribute Nueva's Remote Learning Plan, or RLP - Establish clear channels of communications between faculty, staff, families, and students in the event of this RLP being activated - Support faculty/staff and students/families shifting to a remote learning environment - Help teachers implement RLP and ensure high-quality learning experience for all students
Technology and Learning Offices	- Support all teachers and teams in the implementation of Nueva's RLP - Recommend methods or techniques for providing remote feedback to students - Support teachers and teams as they design methods to remotely assess student learning - Support teachers and teams in developing strategies to differentiate their instruction
Teachers	- Collaborate with other members of your grade team or discipline to design remote learning experiences for your students - Communicate frequently with your students and, as needed, with their parents - Provide timely feedback to support your students' remote learning - Reflect on the Guidelines for Nueva Teachers and how you might implement them
Learning Specialists	- Offer to scaffold or modify assignments, as necessary, for students to support subject or classroom teachers - Help subject or classroom teacher differentiate lessons and activities for students - Provide supplementary learning activities for students who may benefit from additional practice to close academic and curricular gaps
SEL/Science of Mind Teachers	- Collaborate with co-teachers to design learning experiences that teach the students in your classes - Maintain bank of social-emotional lessons

	• Provide supplementary resources and learning activities for students, either in the curriculum or with additional targeted learning needs • Monitor the progress of your students and provide timely feedback
Advisory Teachers (MS and US)	• Provide guidance and support for students to aid in monitoring and supporting student wellbeing • Use virtual platforms (Zoom) to conduct advisory check-ins with students in their cohorts
Counselors	• Offer individual phone (not online) meetings as needed for those in their current caseload during school hours • Provide phone (not online) parent and student consultation to address mental health related concerns as needed, during school hours • Provide mental health resources as needed
College Counselors	• Evaluate timeline for graduation requirements, class credit, and testing deadlines • Host online office hours at set times for students to call in and access support. • Encourage students, parents, and guardians to schedule online meetings as needed
Librarians/ Writing Center	• Collaborate with colleagues to find resources for high-quality remote learning experiences and/or research • Regularly check-in with subject and classroom teachers to identify ways to support their design of remote learning experiences • Maintain and update online library site for obtaining resources • Be available for teachers and students as needed for support
Specialists	• Physical Education: Develop a bank of exercises and physical activities for students that can be done at home and share these with teachers and families • Art/Design Engineering: Stay mindful of the resources and tools families might not have in their homes, develop a bank of projects and activities for students and share these with teachers and families • Music: Staying mindful of the instruments or resources families might not have in their homes, develop a bank of activities for students and share these with teachers and families • Communicate regularly with your students and provide timely feedback to them • Collaborate with teachers on how to integrate music, art, and physical education into remote projects and experiences.
Associate Teachers	• Communicate regularly with lead teachers to identify ways you can support your shared classes and students and contribute to their remote learning (e.g. planning lessons, supporting communication, scanning material for digital use) • Monitor student learning and provide feedback to students, as requested by the teachers and teams you support

Student Roles & Responsibilities
• Establish daily routines for engaging in the learning experiences (starting at their regular class start times) • Identify a comfortable, quiet space in your home where you can work effectively and successfully • Middle and upper school: Regularly monitor online platforms (Nueva email, Canvas, Google Classroom, the Nueva community website, Remind, etc.) to check for announcements and/or feedback from the school administration, the division head, or teachers • Complete assignments with integrity and academic honesty, doing your best work • Do your best to meet timelines, commitments, and due dates

THE NUEVA SCHOOL

- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Collaborate and support your Nueva peers in their learning
- Comply with Nueva's <u>Handbook and Technology Acceptable Use Policy</u>, including expectations for online etiquette and behavior
- Proactively seek out and communicate with other adults at Nueva as different needs arise (see below)

For questions about …. . .	Contact
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	Email the Tech Office at <u>techhelp@nuevaschool.org</u> or call 650-350-4545. Be sure to copy your advisor.
a personal, academic, or social-emotional concern	your advisor/homeroom teacher, SEL/SOM teacher, counselor
other issues related to remote learning	your division head or division assistant

Student Zoom Expectations		
<u>Zoom Etiquette for LS Students</u>	<u>Zoom Etiquette for MS Students</u>	<u>Zoom Etiquette for US Students</u>

Parent/Guardian Roles & Responsibilities

Provide support for your children by adhering to the *11 Guidelines for Nueva's Parents* as well as you can:
- Establish routines and expectations
- Define the physical space for your child's study
- Monitor communications from your children's teachers
- Begin and end each day with a check-in
- Take an active role in helping your children process their learning
- Establish times for quiet and reflection
- Encourage physical activity and/or exercise
- Remain mindful of your child's stress or worry
- Monitor what your child is doing when he or she is spending time online
- Keep your children social, but set rules around their social media interactions
- Be patient

For queries about . . .	Contact
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	Nueva Tech Office at <u>techhelp@nuevaschool.org</u> or 650-350-4545
a personal, academic, or social-emotional concern	your child's advisor/homeroom teacher, SEL/SOM teacher, counselor
other issues related to remote learning	your child's division head

THE NUEVA SCHOOL

Best Practices in Remote Learning
as learned from our spring 2020 implementation

During our spring 2020 implementation of remote learning, we offered regular feedback opportunities to our constituents through surveys and focus groups. We analyzed that feedback and prepared summaries outlining celebrations and growth areas and made adjustments in the moment to improve our remote learning. During the summer of 2020, we reviewed all of the feedback from the three-plus months of remote learning to identify what our Nueva community experienced that worked well and areas needing attention. The following best practices surfaced from that data and has been used in our planning for Remote Learning 3.0.

What did the data tell us that was consistent across PK–12?

Celebrations across PreK–12
- Parents saw a responsiveness to feedback through RLP adjustments and expressed appreciation for being heard.
- The material/equipment kits were very helpful to students, parents and teachers.
- The schedule, especially for RLP 2.0 worked well.
- The weekly 1:1 tutorial time with teachers is really beneficial.
- Introverts blossomed and used the chat features during group discussions to share ideas, pose questions and participate.

Growth Areas across PreK–12
- Continue to offer opportunities to provide feedback so adjustments can be made as necessary.
- Review Zoom etiquette with students and hold students to those expectations.
- Develop clear communication structures that allow students and parents to easily access information, stay organized, and predict future commitments.
- Continue to offer as many collaborative opportunities as you can because our students want to work with their peers.
- Offer as many interactive engagements as you can during remote learning.
- Set the default to opting out instead of opting in

What did the data tell us specific to the lower school experience?

Lower school celebrations
- Students, especially in PreK–2 expressed a love for the extra time at home with family and the extra free time.
- Parents talked about the amazing impact the PreK home visits had on their children.
- Spring break offerings were engaging and social.

- Students and parents appreciated the plethora of choices for lower school students.
- The adjustments to the schedule overtime were really helpful.

Lower school areas for growth
- Provide more clarity for parents regarding how to support their child at home.
  - Which responsibilities are for parents and which ones are for students?
  - What is the required vs optional learning?
  - Provide more clarity about the purpose/goals so parents know what they are supporting. Provide the "why" for the learning and not just the "how."
  - Project out beyond a day or two to help parents understand where the learning is going.
- Ensure the appropriate level of rigor is maintained throughout remote learning.
- Establish more streamlined communication systems. e.g. a predictable schedule and calendar and more regular parent coffees.

What did the data tell us specific to the middle school experience?

Middle school celebrations
- The regular communication from the deans and division head was really helpful.
- Familiarity of the blogs/Google classroom helped the transition and helped students stay organized.
- Advisory was a supportive and fun experience.
- Clubs and electives were engaging.
- There was much appreciation for the commitment to maintaining MS rituals.

In between (celebration and growth area)
- Some in grades 5 and 6 liked less/no homework but as many wanted more HW describing feeling underchallenged.
- Some in grades 7 and 8 liked less homework, but some in 7 and 8 wanted more work and more engaging HW.

Middle school areas for growth
- Looking for more interaction in whole group zoom sessions.
- There is a preference for less screen time.
- PE does not need to be synch (especially for grades 7 and 8).
- Parents seek continued attention to ensure engaging and/or challenging activities.
- Include students in important communications.

What did the data tell us specific to the US experience?

Upper school celebrations
- The transition to remote was pretty seamless as many of the systems that supported remote were already in place.
- Many students appreciated less homework.
- Collaborative and interactive projects increased motivation.

THE NUEVA SCHOOL

- Students appreciated asynchronous and offline projects as they sometimes felt Zoom fatigue.
- Grade 9 and 10 advisory was well received as it provided time to socialize, be together, and decompress.

Upper school areas for growth
- Examine the purpose/value of advisory in a remote setting and adjust as necessary.
- Students expressed that motivation was a challenge especially as time went on.
- The 20 minutes of homework was not really feasible for students or teachers and should be revisited.
- Leverage the full possibilities of Canvas.
- The 11th and 12th graders described a sense of "loss" of the normal rhythm and rituals of a typical non pandemic experience (e.g. college visits, social gatherings, etc.).

Lower School

Priorities & Considerations

- **Engagement:** Classes will take place synchronously and asynchronously:
  - Synchronous: teachers and students connect in real time via digital platforms such as Zoom. Students are expected to attend classes as they would in an on-campus environment and to report all absences to lsattendance@nuevaschool.org.
  - Asynchronous: teachers post messages and assignments on platforms such as Seesaw and Google Classroom and students work independently at their own pace.
  - Because remote learning will strive for a balanced, holistic learning experience, students will have off- and on-screen learning activities designed to engage the learner.
  - Mental, emotional, and physical health are our priorities. We encourage our students to seek out social interactions, even if in a remote way.

- **Communication and Resources**:
  - The primary tools for communication between teachers and families will be emailed and posted on the Nueva Community website. Grades preK-2 will use Seesaw and grades 3 and 4 will use Google Classroom. Lower School faculty might also use other online platforms, such as EdPuzzle, Flipgrid, Kahoot, Jeopardy, Scratch Online, Code.org, and Khan Academy.
  - 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 students

in grades PreK–2 will need higher levels of support than students in third and fourth grades.
   ○ Some teachers will additionally prepare learning kits for use at home (these may contain items like journals, math manipulatives, print outs, etc.).

Approximate Time Frames for Learning

Pre-Kindergarten to Second Grade	
Reading/writing, mathematics, social studies, SEL	Students will have synchronous, small group sessions to support each subject as well as asynchronous projects.
Third to Fourth Grade	
Reading, writing, mathematics, social studies, SEL	Students will have increasing synchronous time in small group sessions to support each subject. Asynchronous work will generally extend from synchronous classes.
All Lower School Students	
Art, music, science, and PE teachers will provide a range of activities. Students can also participate in Reading Corner or Lit Club as well as Friday choices.	Specialists will rotate through working with each grade level for a four week "intensive". This will allow our specialists to work with students in smaller cohorts and will allow for smaller, stable cohorts when we transition back to our full Flex Model with students on campus.
Independent learning opportunities	● Reading aloud and independent reading (Nueva Library Resources) ● Building, tinkering, drawing, and painting ● Board games and challenges with math/strategy/critical thinking ● Animating and programming: Scratch, Code.org

Lower school schedules vary by grade as is developmentally appropriate. You can see our synchronous schedule at a glance here.

Priorities & Considerations

- **Engagement:** Classes will take place synchronously and asynchronously:
  - Synchronous: teachers and students connect in real time via digital platforms such as Zoom. Students are expected to attend classes as they would in an on-campus environment and to report all absences to msattendance@nuevaschool.org.
  - Asynchronous: teachers post messages and assignments on platforms such as Google Classroom and students work independently at their own pace.
  - Classes, by type, are shared in the table below.
  - Because remote learning will strive for a balanced, holistic learning experience, students will have off- and on-screen learning activities designed to engage the learner.
  - Mental, emotional, and physical health are our priorities. We encourage our students to seek out social interactions, even if in a remote way.
  - As is typical for Nueva learning, RLP class experiences are designed to be completed independently and in (remote) collaboration with other students.
  - As remote learning is meant to mimic on-campus learning, tutoring and parent/guardian support should continue as appropriate.
  - Students are encouraged to be proactive in reaching out to teachers when they have questions or need additional support. Many students found that using tutorial time was a great way to connect with their teachers and to get support.
- **Communication and Resources:**
  - The primary tools for communication between teachers and families will be email, the homework blog, and the Nueva community website.
  - Students can access key information and links at the MS RLP 3.0 Site. They sign into the site using their Nueva username and password.
  - The primary tools for communication between students and teachers in class, during small groups, and during 1:1—will be Zoom, Google Classroom, homework blog, and email.
  - Teachers will share homework via the blog and class materials (readings, videos, and audio, liked resources) via Google Classroom.
  - Our Student Wellness Team (including SEL teachers, counselors and advisors) are always available to support students with academic, social, and emotional needs.
  - The Nueva Library provides various resources to promote literacy and research: Hillsborough Library Catalog, Middle School Library Resources, Research Guides, Ebooks and Audiobooks, JSTOR (log in with Google via Nueva email address).
  - Middle school faculty might also use other platforms such as EdPuzzle, Flipgrid, Kahoot, Jeopardy, Code.org, CodeHS, p5js.org, OneNote, and Khan Academy.

Asynchronous and Synchronous Class Expectations

Course/Program	Meeting style:	Additional notes:
Humanities, writing, math, science, world language, SEL, DE/CS, PE, art, and music	*Synchronous*	- Class meetings happen as scheduled. - Each class begins with a synchronous start (via Zoom) of at least 15 minutes and ends with a synchronous close. - Classes are 60 minutes. - Asynchronous elements, like class resources, are offered via Google Classroom by 8:30 a.m. on the morning of class. - Homework will be assigned from week to week, with a goal of 30 minutes per week per class. Students might need to spend more than that on certain projects. Teachers will help students stay on top of the homework load through Tutorial meetings. - Updates are posted to the HW Blog by 4 p.m. each day a class meets.
Monday advisory, Wednesday and Friday tutorial	*Synchronous*	- Advisory will meet twice a week. - Tutorial sign-ups will begin the second week of school, with students signing up with teachers and/or teachers signing up students to meet with them.
Electives, Lit Club	*Synchronous*	- Electives will begin on Thursday, August 27, and classes will meet synchronously for the time we are remote. - Synchronous Lit Club will begin the third week of school - Students will be expected to read the all-grade reads before Lit Club begins on September 18 5/6th all-grade read: *Black Brother, Black Brother,* by Jewell Parker Rhodes 7/8th all-grade read: *Just Mercy* (young adult edition) by Bryan Stevenson
MS meeting and grade meeting	*Asynchronous*	- Middle school meetings will take the form of a letter and video, sent out Sunday evenings..Grade-level meetings will take the form of a dean's weekly letter and/or video, available on Wednesday morning - Advisors will also make announcements on Friday mornings
Assembly Co-curriculars After school Athletics	*Synchronous*	- Assemblies will be postponed until further notice - Morning advisories and Tuesday/Thursday grade-level meetings will be postponed until further notice - Clubs are opt-in and will meet once a week; there will be club offerings three times a week - Enrichment and after-school activities will begin after Labor Day; more information is coming - Athletics offering will also begin after Labor Day.

THE NUEVA SCHOOL

Middle School Remote Learning 3.0 Schedule — August 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:00	Block 1	Block 5	Block 1	Block 5	Async work time
10:15-11:15	Block 2	Block 6	Block 2	Block 6	Advisory/ Tutorial
11:30-12:00	Advisory	Clubs	Tutorial	Clubs	
12:00-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-2:00	Block 3	Block 7	Block 3	Block 7	Lit Club
2:15-3:15	Block 4	Block 8	Block 4	Block 8	Clubs

Upper School

Priorities & Considerations

- The primary tools for communication between teachers and families are Canvas and email.
- Teachers will either link materials in Canvas class pages and share materials directly to each student via Google Drive. Upper School faculty may also elect to use other platforms, such as EdPuzzle, Flipgrid, Kahoot, Jeopardy, Code.org, CodeHS, p5js.org, and Khan Academy to compliment the primary delivery platforms.
- Learning experiences are designed to be completed independently or in collaboration with other students, based on the teacher requirement. Tutoring is not recommended, nor should a parent/guardian be too involved.
- Resources vary by class and lesson, and could include links to videos, graphic organizers or scanned material to read and engage with, independent research material, our databases, reading materials including ebooks and audiobooks. Additionally, resource kits have been created for specific classes to ensure certain materials and equipment are available at home. Students will be notified how to access these kits.
  - Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
  - Counselors, librarians, and advisors are always available to support students with academic, social, or emotional needs.

Approximate Time Frames for Learning & Resources

All Upper School Students (Grades 9 -12)	
Four classes, per day	60 minutes per class
Links to resources and ideas	- Databases and Online Resources - Research Guides - Ebooks and Audiobooks - Peer tutors available for math, writing, CS, Mandarin, chemistry, and physics. Book an appointment and see availability here: bit.ly/peer_tutoring. 1-on-1 writing support remains available by contacting Jennifer Perry, Gretchen Kellough, or Jennifer Paull. - WRC homepage - Library Catalog
Independent learning opportunities:	- For the sake of learning - No time limit/requirement - Read for pleasure - Be active - Explore personal interests *If safe*, explore local sights and seek out social interaction

Remote Learning: Upper School Implementation

Class/Meeting:	Meeting style:	Additional notes:
History, English, math, science, world languages, SOM/ISOS/DWI, CS, econ, DT, EFD, theater	Synchronous start/ synchronous	- Class meetings happen exactly according to the block schedule (see below). - Each class begins with a synchronous start (via Zoom) of at least 15 minutes. - Some classes may be conducted synchronously for the entire class meeting block. - Asynchronous elements, like class resources, are shared via Canvas. Assignment materials posted on Canvas no later than 8:45 a.m. on the morning of class. - HW assignments posted to Canvas, as per usual, no later than 4 p.m. - Attendance is taken in each class.
Monday & Thursday Advisory	Fully synchronous	- Via Zoom. - No homework; attendance will be taken.

THE NUEVA SCHOOL

Art, Music, PE, Athletics	Asynchronous, required for students	- Message and assignments posted on Canvas by 8:45 a.m. on the morning of each class meeting. - Assignment length expectations equal to what a student could complete in the class period. No HW outside of extensions students choose to complete. Classwork not completed does need to be made up outside of class. - Video welcome messages encouraged via Zoom or posted on Canvas. - Students produce work and progress is monitored with feedback offered by teachers. - Synchronous meetings and check-ins are optional and at the discretion of the teacher.
US Meeting	Delivered by Liza	Pre-recorded or livecast
Grade Meeting	Delivered by deans	Pre-recorded or livecast
Tutorial	Fully synchronous	Scheduled individually with teacher & student at normal tutorial times (8 to 8:45 a.m. and 3:30 to 4 p.m.)
Club Meetings	Optional, synchronous	At the discretion of the club leaders and advisor(s).

Upper School Remote Learning 3.0 Schedule — August 2020

Schedule for five-day weeks. note: the most up-to-date version will always be the online subscription calendar.

Regular Week Schedule					
RLP 3.0	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:30-9:00					Wake Up Ritual!
9:00-10:00	1	5	1	5	Clubs Time
10:15-11:15	2	6	2	6	Tutorial
11:30-12:15	Lunch				
12:20-12:50	Advisory	Community Time	Tutorial	Advisory	Quest

THE NUEVA SCHOOL

1:00-2:00	3	7	3	7	Tutorial
2:15-3:15	4	8	4	8	Flex Time (asynch work/special programming)