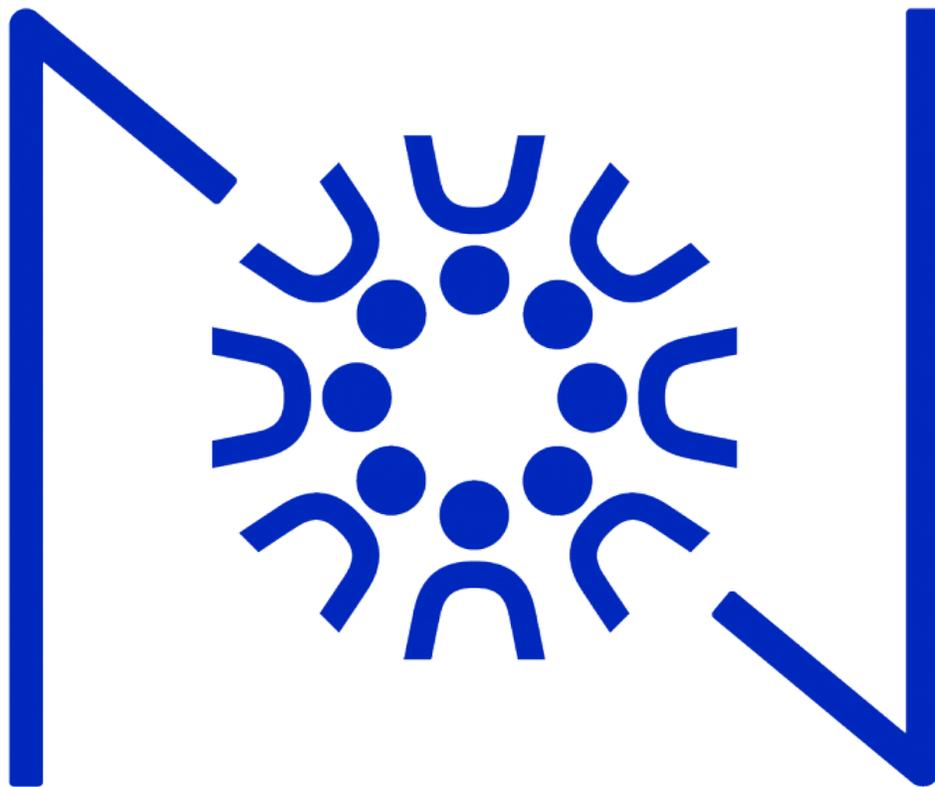

The Nueva School

From Remote Learning to Nueva Flex October 2020



Modeled after & used with permission from The American School in Japan's Distance Learning Plan

Last Updated: October 22, 2020

Top Things to Know about the Nueva Flex learning model

1. Nueva Flex is a school model where learning is happening across various locations. That means, some students will be A) at home learning remotely, while others are B) on-site learning in class, and others will be C) on-site but sometimes learning remotely. Additionally, while the majority of our teachers will teach from campus, some might also teach remotely.
2. Classroom expectations remain the same, and we are developing meaningful and engaging learning experiences regardless of the locations from which our students and teachers work. In other words, we are designing the most optimal learning experience based on how students will be interacting—these are exciting opportunities!
3. We are steadfastly committed to our motto of “Learn by doing, learn by caring,” and this shapes how we approach planning our remote and Flex models.
4. We embody the tenets of The Nueva Way, and we continue to robustly infuse that ethos into our remote and Flex environments.
5. We acknowledge that our ability to support students looks different when we are in a remote or Flex environment, but our commitment and support mechanisms are still in place.
6. For this model to work, it is critical that our community commits to all of the health and safety practices and protocols outlined in our [Health and Safety Plan](#).

It is important that we stay grounded in who we are and what we value as we plan for Nueva Flex 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 to guide our planning moving forward.



Design principles guiding our planning

ESSENTIAL VALUES
THE GREATER GOOD
NUEVA MISSION & VALUES ALIGNED

<u>DESIGN ELEMENTS</u>	<u>NUEVA GUIDEPOSTS</u>
<ul style="list-style-type: none">• CONSISTENT & PREDICTABLE• CLEAR• FLEXIBLE THROUGH TRANSITION & PHASE CHANGE• BIAS TOWARDS ACTION• ITERATIVE / RESPONSIVE	<ul style="list-style-type: none">• DEVELOPMENTALLY APPROPRIATE• ONE-SCHOOL ALIGNED• HONORS OUR VALUE PROPOSITION• COMMUNITY ORIENTED

Nueva Flex Learning

Our approach to Nueva Flex learning begins with the assertion that the learning experiences teachers design when school is in regular session cannot be simply replicated through a remote learning or Nueva Flex model. 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 for everyone, due to needs of physical distancing and students in multiple locations. In addition, teachers must balance the needs of students within the classroom, within the remote environment, as well as across the classroom and remote environment. Accordingly, this Nueva Flex 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 uses the term **Nueva Flex to represent our hybrid model**. What is important to understand about our Nueva Flex model is that students will be interacting both within and across locations. There will be times when the best learning will have students working and collaborating within their location (onsite with onsite, remote with remote), while the teacher is toggling between the groups. There will also be times when the learning needs will have students working and collaborating across locations (onsite and remote together). Additionally, as in our remote learning model, there will be times when students are working within or across locations but asynchronously and times when they are working synchronously.

We also know that there may be times when students and cohorts might need to quarantine, and thus will move between being onsite and remote learning. Our Nueva Flex model has been designed to be responsive and reflect our conviction that quality learning can occur for students, regardless of locations.

Just as with Nueva's shift to remote learning, our shift to Nueva Flex planning begins with consideration of how we can intentionally align our learning experiences with our Mission and Vision to help us stay focused on who we are and what matters to us especially during these challenging circumstances.

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.

As teachers reflect on how to best design or redesign their units, lessons or courses, they are considering the following questions:

- 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** are critical to understanding? How can I help my students to **construct** their own understandings?
- 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, across different settings** who need different kinds of support and guidance?
- How will I **assess** student learning **across different settings** in meaningful ways?
- How can I continue to **build a community and culture of care**, regardless of where my students are learning?
- How can I help my students **manage the worry, fear, or isolation** they may be experiencing as a result of this ongoing crisis?

Teachers are also using five key questions for their daily lesson planning. These questions ensure that the learning goals (SEL and academic) drive the kinds of interactions designed for a given lesson.

1. What is the learning?

- Aims and goals of the learning for SEL and content/process/skills.

2. Where are the learners? And how does that impact the implementation of the lesson/goals?

- Who is on site and in person?
- Who is remote and are they on-site or off-site?

3. Who are they learning with, when and how? This is regarding their interaction with others and engagement with the material.

- Engagement with material
 - i. Synchronous opportunities
 - ii. Asynchronous opportunities
- Collaboration with others
 - i. Across locations (mixed remote and on-site)
 - ii. Co-located (remote with remote, on-site with on-site)

4. How will you know they are learning and/or have learned?

- What assessment strategies will you use to understand where the learners are?
 - i. For the on-site students?
 - ii. For the remote students?
 - iii. For all students?

5. What are the resources needed for this learning and these interactions?

Technology Systems to Support Nueva Flex Learning

Nueva continues to seek recommendations from several leading organizations and agencies as during the development and implementation of this Nueva Flex 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, Nueva Website Mailing Lists, Finals site, Benchmark)	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, Upper School students	Google Apps for Education (including Gmail, Docs, and Google Classroom) will continue to be the platform used by Lower, Middle and Upper School teachers for document sharing. Google Classroom is used by older Lower School teachers and students (grades 3 and 4) and by Middle School teachers and students for homework distribution, collection, and assessment.
Canvas (nuevaschool.instructure.com)	Upper School students	Upper School faculty will continue to use Canvas to share information, distribute homework assignments, and provide assignment and/or assessment feedback.

Seesaw (seesaw.me)	Younger lower school students (PK–2)	Seesaw was originally piloted in the Lower School and used as a classroom communication platform several years ago. We are returning to Seesaw to increase classroom and class/homework communication for our younger lower school students and parents.
Nueva community website (my.nuevaschool.org)	Lower and middle school students and parents	Lower and Middle School teachers and students will also continue using the Nueva Community Website, homework blogs, and class pages for sharing assignments as well as general communication for the whole class and/or grade. The homework digest system will continue to work as normal for Middle School families.
Zoom (zoom.us)	Lower, middle and upper school faculty and students	The above options are Nueva's standard asynchronous learning platforms. Zoom video conferencing sessions are used by faculty and students for synchronous learning opportunities as well as for parent-faculty/staff and internal staff/faculty video conferencing.
Remind (remind.com)	Middle and upper school faculty and students	Middle 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 further 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, Google Classroom, Seesaw, and the Nueva Community website) are already built on cloud-based systems. These systems will continue to work from anywhere in the world, even during a local 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. Second through fifth grade 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 or home devices, phones, and tablets in the event they cannot access their school laptop.

10 Guidelines for Nueva's Faculty

The transition from remote learning to Nueva Flex learning is proving to take time, patience, and flexibility. Teachers need to think differently about how to communicate and facilitate instruction across locations, how to provide timely feedback, how to design lessons and assignments that are authentic and meaningful regardless of locations, and how to ensure students continue to collaborate and communicate with others within and across locations. The 10 guidelines below are intended to help faculty across all divisions reflect on challenges they will confront when shifting to our flex model.

1—Nueva's Health and Safety Protocols

Ensure that you carefully read through and follow all of the protocols in [Nueva's Health and Safety Plan](#). It is critical for us as a community to carefully adhere to our protocols for masking, distancing, hand washing, limiting gatherings, cleaning, screening and sharing of pertinent information related to potential exposure and all other requirements in our health and safety plan. We are making a community commitment to follow this plan to ensure the health and safety of ourselves, our students and our community. Regularly review these protocols and help your students stay informed.

2—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 Nueva Flex or 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 throughout the duration of this crisis and implementation of new models. And, carefully curate a one class feel so students experience being cared for and learning together regardless of their location.

3—Evaluate your students' conditions for Nueva Flex learning

While on-site, students are expected to bring the proper personal protective equipment (PPE) and follow the health and safety protocols. It will be important to help students master these protocols so they become second nature. Additionally, helping students understand moving around campus spaces with physical distancing requirements is another area that needs continued attention.

We know most students engaging remotely have reliable internet access at home and the necessary devices, however, challenges still arise. 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 keep an open dialogue with families and avoid assumptions that all students' circumstances are the same.

4—Stick with the familiar

Especially in the first weeks after moving to Nueva Flex, 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 Nueva Flex, others will struggle. In the event that the school needs to shift to a fully remote model, we will use our Remote Learning Plan 3.0 for that duration.

5—Less is more

Should Nueva implement the Nueva Flex model, 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. In addition, students describe not being at their full learning capacity as they struggle to deal with this crisis situation and the shift to new learning models.

6—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 different learning models? Teachers can capitalize the opportunities resulting from school closure where appropriate. 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.

7—Designers of experience; facilitators of learning

In shifting to Nueva Flex, just as with remote learning, it is especially important for Nueva teachers to remember our primary roles as designers of experiences and facilitators of learning. Our Nueva Flex and remote learning models place 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 deep understanding.

8—Design asynchronous and offline learning experiences

For Nueva Flex and remote learning, 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. Additionally, our data has taught us that our students seek offline learning experiences to avoid zoom fatigue.

9—Design synchronous and interactive learning experiences

When it comes to student engagement and learning, relationships matter as much online as they do in person. Collaboration remains important and there are many ways teachers can foster it through synchronous learning. For Nueva Flex, there will be times when students are working in co-located groups with the onsite students collaborating while the remote students are collaborating. There will also be times when students are collaborating simultaneously across groups. Teachers will determine this based on the desired learning outcomes (SEL and academic) for any given lesson.

10—Think differently about assessment

Assessment is one of the most challenging adjustments for teachers in both remote and Nueva Flex learning. Teachers are encouraged to think differently about the end goal to performance ensuring the assessment methods align to our current context. Additionally, the curricular adjustments for remote and Nueva Flex learning have required teachers to focus on the learning that is central to understanding and these revisions will also cause adjustments to our assessment design.

12 Guidelines for Nueva's Parents

We recognize that this will be a complicated time for families. The transition to Nueva Flex will be a challenge, and we are working hard to aid your ability to support your children at home and at school. Some students will thrive with remote learning, while others might struggle. Some students will thrive being back onsite while others might struggle and choose to go back to remote learning. The 12 guidelines below are intended to help parents think about what they can do to help their children find success with our transition to Nueva Flex. We also know that there are particular needs that our families are facing during this time. If there are unique challenges, particular needs, or concerns that arise, please reach out to us.

1—Nueva's Health and Safety Protocols

Ensure that you and your students carefully read through and follow all of the protocols in [Nueva's Health and Safety Plan](#). It is critical for us as a community to carefully adhere to our protocols for masking, distancing, hand washing, limiting gatherings, cleaning, screening and sharing of pertinent information related to potential exposure and all other requirements in our health and safety plan. We are making a community commitment to follow this plan to ensure the health and safety of ourselves, our students and our community. Review these protocols regularly with your students and help them practice these at home and ensure they adhere to these while on campus.

2—Establish routines and expectations

Routine supports children in terms of learning and sense of calm and well-being. From the first day, we will implement the Nueva Flex model parents need to establish routines and expectations. For those coming to campus, there will be specific guidance for drop-off and pick-up that needs to become part of your regular cadence. For those staying remote, we continue to encourage 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.

3—Define the 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. We encourage families to establish a space/location where their children will learn most of the time. 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. For those returning to on-site learning, help students create systems for managing the on-site and at home learning materials. Establish a routine of prepping backpacks the night before to prepare for an easy morning departure routine.

4—Continue to monitor communications from your children's teachers

Teachers will communicate with parents through email 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.

5—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. 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.

6—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.

7—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 might even experiment with noise-cancelling headphones (no music necessary!) to block out distractions.

8—Encourage physical activity and/or exercise especially for those remaining remote

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.

9—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.

10—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 or flex 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!

11—Keep your children social, but set rules around their social media interactions

Because we have been in the remote or flex model since March, the novelty of school being closed is fading quickly and students are 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.

12—Be patient

The transition to Nueva Flex 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 these challenging times, we also know circumstances might change rapidly especially if we experience a positive case in our school community. While we work to respond, we also know it will be important for families to balance their response, and family well-being. We also recognize that transitioning to a remote or flex learning model 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 Nueva Flex

Many stakeholders will contribute to the effective implementation of this Nueva Flex Plan. The roles and responsibilities of school personnel, students, and parents, are delineated below.

School Personnel Roles & Responsibilities	
Leadership Team	<ul style="list-style-type: none">● Create and distribute the plans for Nueva Flex● Establish clear channels of communications between faculty, staff, families, and students in the event Nueva Flex and/or remote learning is being activated● Support faculty/staff and students/families shifting to between models● Help teachers implement Nueva Flex and ensure high-quality learning experience and engagement for all students
Technology and learning Offices	<ul style="list-style-type: none">● Support all teachers and teams in the implementation of the Nueva Flex plan● Recommend methods or techniques for providing timely feedback to students● Support teachers and teams as they design methods to assess student learning● Support teachers and teams in developing strategies to differentiate their instruction

Teachers	<ul style="list-style-type: none"> ● Collaborate with other members of your grade team or discipline to design flexible 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 especially related to health and safety practices and ensuring student collaborations regardless of locations
Learning specialists	<ul style="list-style-type: none"> ● Offer to scaffold or modify assignments, as necessary, for students to support subject or classroom teachers ● Help subject or classroom teachers 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	<ul style="list-style-type: none"> ● Collaborate with co-teachers to design learning experiences that support students ● 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)	<ul style="list-style-type: none"> ● Provide guidance and support for students to aid in monitoring and supporting student well-being ● Use virtual platforms (Zoom) to conduct advisory check-ins with students in their cohorts
Counselors	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Collaborate with colleagues to find resources for high-quality remote and flex learning experiences and/or research ● Regularly check-in with subject and classroom teachers to identify ways to support their design of remote or flex learning experiences ● Maintain and update online library site for obtaining resources ● Be available for teachers and students as needed for support
Specialists	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Communicate regularly with lead teachers to identify ways you can support your shared classes and students and contribute to their remote or 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 (for remote students)
- Develop routines for preparing for your on campus days ensuring you have the proper PPE and learning materials for your time onsite
- 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
- 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 [Handbook and Technology Acceptable Use Policy](#), including expectations for online etiquette and behavior
- Comply with [Nueva’s Health and Safety Protocols](#) for any on campus time
- 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 techhelp@nuevaschool.org 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
Nueva’s health and safety protocols and testing	Email nurse@nuevaschool.org or call 650-350-4521
issues related to remote or on campus learning	your division head or division assistant

Student Zoom Expectations

[Zoom Etiquette for LS Students](#)

[Zoom Etiquette for MS Students](#)

[Zoom Etiquette for US Students](#)

Parent/Guardian Roles & Responsibilities

- Provide support for your children by adhering to the [12 Guidelines for Nueva’s Parents](#) as well as you can:
- Review, commit to and adhere to Nueva’s Health and Safety protocols any time students are on campus
 - 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 techhelp@nuevaschool.org or 650-350-4545
a personal, academic, or social-emotional concern	your child’s advisor/homeroom teacher, SEL/SOM teacher, counselor
Nueva’s health and safety protocols and testing	Email nurse@nuevaschool.org or call 650-350-4521
other issues related to remote or on campus learning	your child’s division head

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 and is also informing our planning for Nueva Flex.

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.
- Intverts 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 children 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 very 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 areas):

- Some in grades 5 and 6 liked less/no homework, but just as many wanted more homework and said they were not being challenged enough.
- Some in grades 7 and 8 liked less homework, but some in 7 and 8 wanted more work and more engaging homework.

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.
- 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 it 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	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, SEL, and PE teachers will provide a range of activities.	Specialists will rotate through working with each grade level for a three 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

Lower school schedules vary by grade as is developmentally appropriate. You can see our Nueva Flex schedule [linked here](#).

Middle 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 msattendance@nuevaschool.org.
 - Asynchronous: teachers post messages and assignments on platforms such as Google Classroom and students work independently at their own pace.
 - During Nueva Flex, some students will be A) at home learning remotely while others are B) on-site learning in class, and others may be C) on-site but sometimes learning remotely. Additionally, while the majority of our teachers will be teaching from campus, some might also be teaching remotely.
 - Classes, by type, are shared in the table below.
 - Because Nueva Flex 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, Nueva Flex experiences are designed to be completed independently and in (remote) collaboration with other students.
 - As Nueva Flex is meant to mimic on-campus learning, tutoring and parent/guardian support should continue as appropriate; some tutoring appointments might need to shift times in order to accommodate students who are on-campus during the school day.
 - 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. This is especially important as students shift to in-person as well as remote learning experiences.
- **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, science, SEL, DE/CS, PE,	<i>Synchronous Nueva Flex hybrid</i>	<ul style="list-style-type: none"> ● Class meetings happen as scheduled. ● Students may be in person or remote in the Nueva Flex model ● 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 that a class meets.
Math, world language, art, and music	<i>Synchronous Remote-only</i>	<ul style="list-style-type: none"> ● 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 that a class meets.
Monday advisory, Wednesday and Friday tutorial	<i>Synchronous Remote-only</i>	<ul style="list-style-type: none"> ● 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	<i>Synchronous Remote only</i>	<ul style="list-style-type: none"> Electives will begin on Thursday, August 27, and classes will meet synchronously for the time we are remote. Electives will remain remote-only (via Zoom) in order to preserve choice 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: <i>Black Brother, Black Brother</i>, by Jewell Parker Rhodes 7/8th all-grade read: <i>Just Mercy</i> (young adult edition) by Bryan Stevenson
MS meeting and grade meeting	<i>Asynchronous</i>	<ul style="list-style-type: none"> 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	<i>Synchronous Remote-only</i>	<ul style="list-style-type: none"> 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 offerings will also begin after Labor Day.

Middle School Nueva Flex 1.0 Schedule-- November 2020

In person	Monday	Tuesday	Wednesday	Thursday	Friday-- Always Remote	
8:20-8:55AM	Arrival on campus/ handwashing, supervised play by cohort					
9:00-10:00	Block 1	Block 5	Block 1	Block 5	8:00-10:00	Asynchronous Time
10:00-10:15	Recess & cleaning protocols: wipe desks, wash hands					
10:15-11:15	Block 2	Block 6	Block 2	Block 6	10:15-10:30	Advisory
11:15-11:30	Cleaning protocols: wipe desks, wash hands					
11:30-12:00	Advisory (Remote)	Clubs (Remote)	Tutorial (Remote)	Clubs (Remote)	10:30-12:00	Tutorial
12:00-1:00	Lunch & Recess				12-1pm	Lunch
1:00- 2:00	Block 3	Block 7	Block 3	Block 7	1:00-2:00	Lit Club
2:00-2:15	Recess & cleaning protocols: wipe desks, wash hands					
2:15-3:15	Block 4	Block 8	Block 4	Block 8	2:15-2:45	Clubs
3:15-3:30	Dismissal for pick up by parents					

Middle School Remote Learning 3.0 Schedule — August 2020 - October 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 use other platforms, including [EdPuzzle](#), [Flipgrid](#), [Kahoot](#), [Jeopardy](#), [Code.org](#), [CodeHS](#), [js.org](#), [Jamboard](#) and [Khan Academy](#) to complement 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. The schedule contains tutorial blocks for students and teachers to meet outside class, either 1:1 or in small groups. Both teachers and students can schedule meetings during tutorial time.
 - Counselors, librarians, and advisors are always available to support students with academic, social, or emotional needs. Teachers and students can schedule meetings.

Approximate Time Frames for Learning & Resources

All Upper School Students (Grades 9 -12)	
Four class per day	60 minutes (fully remote classes) or 120 minutes (hybrid classes)
Links to resources	<ul style="list-style-type: none"> • 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 contact Jennifer Perry, Gretchen Kellough, or Jennifer Paull. • WRC homepage • Library Catalog
Independent learning opportunities	<ul style="list-style-type: none"> • For the sake of learning • No time limit/requirement • Read for pleasure • Be active • Explore personal interests • <i>If safe</i>, explore local sights and seek out social interaction

Nueva Flex: 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	<ul style="list-style-type: none"> • Class meetings happen exactly according to the block schedule (see below). • Each student's block schedule, together with Zoom links for each class, appears on their Nueva homepage. • 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.
Advisory	Synchronous	<ul style="list-style-type: none"> • Via Zoom. • No homework; attendance will be taken.

Art, music	Synchronous start/possible asynchronous elements	
PE, athletics	Synchronous, can be used for PE credit toward graduation requirement	<ul style="list-style-type: none"> When available, some classes are offered after school
Community time (All-School, All Hands, Special Programming, and Grade Meetings)	Delivered by Liza, Grade Deans, Student Council, and outside guests	<ul style="list-style-type: none"> Live and synchronous
Tutorial	Fully synchronous	<ul style="list-style-type: none"> Scheduled individually with teacher & student at normal tutorial times
Club meetings	Optional, synchronous	<ul style="list-style-type: none"> At the discretion of the club leaders and advisor(s).

Nueva Flex Schedule - November and December 2020

Schedule for five-day weeks for Nueva Flex during November and December; remote and on-campus.
 Note: the most up-to-date version will always be the online [subscription calendar](#).

Mock Student Schedule (takes Block 1 on campus and Blocks 3 is hybrid courses (block 2,4,5,6,7,8 are all remote)					
	Monday	Tuesday	Wednesday	Thursday	Friday
	ON CAMPUS	REMOTE	REMOTE	REMOTE	
8:00 - 9:00	Block 1 L (Room 106)				Remote Day
9:00 - 10:00	Block 1 (Room 106)	Block 5 (Zoom from Home)	Block 2 (Zoom from Home)	Block 6 (Zoom from Home)	
10:15 - 11:15	Block 2 (Zoom from Room 106)	Block 6 (Zoom from Home)		Block 5 (remote courses only)	
11:15 - 11:55	AM Lunch				
12:05 - 12:45					
12:45 - 1:45		Block 7 (Zoom from Home)	Block 4 (Zoom from Home)	Block 8 (Zoom from Home)	
2:00 - 3:00	Block 4 (Zoom from home / campus)	Block 8 (Zoom from Home)	Block 3 (Zoom from Home)	Block 7 (Zoom from Home)	
3:00 - 4:00			Block 3 L (Zoom from Home)		

Mixed Block Stable Cohort Model / Master Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00	Block 1 L (hybrid courses only)	Block 5 L (hybrid courses only)	Block 2 L (hybrid courses only)	Block 6 L (hybrid courses only)	Remote Day
9:00 - 10:00	Block 1 (all courses)	Block 5 (all courses)	Block 2 (all courses)	Block 6 (all courses)	
10:15 - 11:15	Block 2 (remote courses only)	Block 6 (remote courses only)	Block 1 (remote courses only)	Block 5 (remote courses only)	
11:15 - 11:55	AM Students Lunch				
12:05 - 12:45	PM Students Lunch				
12:45 - 1:45	Block 3 (remote courses only)	Block 7 (remote courses only)	Block 4 (remote courses only)	Block 8 (remote courses only)	
2:00 - 3:00	Block 4 (all courses)	Block 8 (all courses)	Block 3 (all courses)	Block 7 (all courses)	
3:00 - 4:00	Block 4 L (hybrid courses only)	Block 8 L (hybrid courses only)	Block 3 L (hybrid courses only)	Block 7 L (hybrid courses only)	

The Nueva Flex Hybrid schedule allows each student to attend one long in-person block per week, if they choose to do so. All other classes remain remotely taught and attended.

Upper School Remote Learning 3.0 Schedule — August 2020 - October 2020

Schedule for five-day weeks for full remote. 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
1:00-2:00	3	7	3	7	Tutorial
2:15-3:15	4	8	4	8	Flex Time (asynch work/special programming)