



Green Hedges School
Distance Learning Information in the Event of Extended School Closure
(March 2020)

With thanks to and respect for all those who have plowed this terrain in advance.

These guidelines provide an overview of the general principles the school will follow to provide academic continuity to our students and to stay connected as a community.

Teachers and students will utilize student iPads, PowerSchool/Haiku, and a variety of platforms, applications, and their spirit of ingenuity and resourcefulness to deliver instruction and dive into learning. Although students will not be “at” school, they will continue to be “in” school.

Preparedness: All faculty have received training in essential platforms and on an ongoing basis will determine the subject- and age-appropriate applications that they will utilize in their subject/classroom. Just as teachers prepare for online instruction with their students, they are planning activities that are off-line and unplugged as well as app-based.

In addition to ensuring that we have access to and competence in using a range of technological tools, our priority is to establish a common set of guidelines for faculty and administrators so that the School, to the best degree possible, can deliver instruction and maintain continuity of our program while we are not physically on campus.

Technological Support: help@greenhedges.org

(For urgent technical issues, Carl Hutzler will be available at 703.915.6862.)

Questions about grade-level or subject specific learning: please reach out to your homeroom, subject, or specials teacher via email. Teachers are asked to reply to emails during the afternoon hours. We will be encouraging students and teachers to unplug at 4 p.m.

General questions about the Distance Learning Plan: [Lisa Pence](#)

Rules to Live by When Traveling the Distance Learning Road

- Maintain our sense of community. Be kindhearted and be of good cheer
- Extend grace all around; treat everyone as a new teacher and a new student
- Respect personal boundaries: our time, our families, and our well-being matter
- Observe the community unplugfest at break, lunch, and the end of the school day (4 p.m.)
- Stick to what is familiar at first; incorporate new tools and skills as we go along
- Keep things simple so we can keep things going
- Support one another
- Make room for play. And playfulness
- Less is more -- especially in terms of “homework”
- Use Google Meet and Google Calendar to observe “office” hours

School Roles and Responsibilities

School Leadership

- Establish clear communication channels to all constituencies
- Provide ongoing updates to families and faculty/staff
- Support all constituents in the academic continuity plan
- Support teachers in implementing high-quality instruction and feedback in a distance learning model
- Provide models and examples of strong distance learning units, lessons and projects
- Be a model of flexibility, optimism, creativity, and openness

Classroom Teachers

- Collaborate with other members of the team, as well as Specials teachers, to design daily distance learning experiences for students
- Foster a sense of community and connectedness between and among students and families
- Provide students/families with timely communication and feedback
- Leverage technology to allow for personalized and differentiated learning
- Be a model of flexibility, optimism, creativity, and openness
- Check for student understanding through assigned and submitted written or online work. This will apply in varying degrees and through various methods depending on the grade level

Specials Teachers

- Collaborate with classroom teachers to provide weekly learning opportunities for children at each grade level
- Be mindful of and creative about the resources/tools families have in their home
- Develop a bank of activities and projects for children to engage in
- Provide students/families with timely communication and feedback
- Be a model of flexibility, optimism, creativity, and openness

Technology Tools Already In Use as We Start Distance Learning

| Tool, Resource, Platform | Who will use | Notes |
|-------------------------------|---------------------------------|--|
| iPads | Kindergarten - Grade 8 students | Each student will have a school-issued iPad and charger to be used solely for instructional, school-related purposes. iPads will be in use at points during the school day. Other materials include hard copies of textbooks, activity sheets, reading materials, writing utensils and paper, etc. |
| PowerSchool/ Haiku | Students, Parents, Faculty | PowerSchool/Haiku is our Learning Management System, aka our virtual schoolhouse. Course outlines and assignment information will be posted on the respective course page for each class or subject, as will the daily schedule and zoom links. |
| Email | Students, Parents, Faculty | Email will continue to serve as the primary 1x1 communication tool. In the interest of preserving the health and wellbeing of all during this device-driven and screen-heavy period, we are asking all to observe the 8 a.m. - 4 p.m. time frame of the school and work day. If there is an urgent question or matter that requires a reply after 4 p.m. please contact Lisa Pence or Jenn Bohnen. Teachers will reply to emails during their free periods and from 3:15 - 4 p.m. |
| Zoom | Faculty and Students | Interactive meeting platform; managed by teacher, with students in attendance. Teachers will use Zoom to meet synchronously with students as an entire class or in groups. |
| Google Classroom | Students and Faculty G4 - G8 | Teachers post assignments and students complete work in Google classroom, a platform that allows teachers to ensure a consistent assignment name, a single collection point, and an elegant and easy process for providing feedback on student work. Google Hangouts or Google Meet may also be used for video conferencing or gathering in small or large groups. School rules regarding appropriate behavior apply, as do expectations of inclusivity, respect, and kindness. |
| GHS Library | Students and Faculty | Our Library webpage is well-curated and provides helpful links and resources for learners of all levels. |
| Montessori Pre-K and K | | |

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|---------------------------------------|---------------------------|--|
| Dreambox | Students | Dreambox is a math learning app that is used regularly in the Montessori classroom. |
| Reading A - Z | Students | Reading A - Z is also used regularly in the classroom. |
| Lower School Grades 1 - 3 | | |
| Dreambox | Students | Math learning and practice app |
| Reading A - Z | Students | Reading practice |
| Pearson Realize | Teachers and students, G3 | Math online curriculum and materials |
| Lower School Grades 4 and 5 | | |
| TCI Social Studies and History Alive! | Teachers and Students | |
| Pearson Realize | Teachers and Students | Math online curriculum and materials |
| IXL | Students | Level- and skill-specific math, language arts, and science practice |
| ShowMe | Teachers | Grade 5 math lessons are recorded on ShowMe and posted for the students |
| SmartMusic | Band Students | Students use SmartMusic for home-based practice and to monitor progress on their instrument and grasp of concepts (ex. rhythm and note reading). |
| Middle School Grades 6 - 8 | | |
| Flipgrid | Students | French |
| IXL | Students | Level- and skill-specific math practice |
| Khan Academy | Students | Math lessons |
| TCI History Alive! | Teachers and Students | Social Studies curriculum -- Middle School uses online curriculum and resources throughout the school year. |
| Jr. Scholastic | Students | Current events magazine that links directly to Google Classroom for reflection and follow-up activities. |
| SmartMusic | Band Students | Students use SmartMusic for home-based practice and to monitor progress on their instrument and grasp of concepts (ex. rhythm and note reading). |

Student Roles and Responsibilities: Montessori and Lower School (Grades 1 - 5)

- Establish a healthy daily routine around your school day
- Find a comfortable, distraction-free place in your home other than your bedroom where you can work
- Check PowerSchool Learning/Haiku every morning to check in and find your zoom link and directions for the day
- Complete all daily activities and assignments
- Put forth your best effort
- Abide by our school creed and honor all school rules regarding behavior expectations. Be kind and respectful to yourself and to others
- Dress in your Green Hedges uniform for all video sessions and classes
- Comply with the [Student Acceptable Use Policy](#) at all times
- Communicate with your classroom teachers, Mrs. Pence, and Mrs. Bohnen as needed and as appropriate

Family Roles and Responsibilities: Montessori and Lower School

Because of the age of our children, we ask that families play a significant role in ensuring that their children stay abreast with the learning and reach out proactively should they run into any challenges.

- Establish routines and expectations for your child; we will provide regular instruction and activities to help them stay constructively occupied
- Help them create a comfortable, distraction-free place to work
- Monitor communications from the School and your child's teachers
- Partner with your child's teachers and reach out should any challenges arise
- Help your child to plan out their work for the day and check in to keep them focused and on task
- Help your child "turn work in" through the channels laid out by the teacher
- Assist your child in walking through instructions when needed
- Provide opportunities for your child to play and move outside
- Take advantage of opportunities to engage your child in the arts or other creative pursuits
- Be mindful of your child's physical and emotional health
- Monitor your child's screen time
- Set clear rules around using technology for social interactions and monitor their usage
- Be a calm presence for your child
- Establish beginning and end-of-day check-ins with your child

Student Roles and Responsibilities: Middle School (Grades 6 - 8)

- Establish a healthy daily routine so that you can attend to your classes and schoolwork with focus and a readiness to learn and participate
- Find a comfortable, distraction-free place in your home where you can work
- Check PowerSchool Learning/Haiku each day to learn about the expectations for your work for each class during the day
- Attend all classes and advisor check-ins at the scheduled time. Zoom links will be provided at the start of each day
- Perform tasks as outlined by teachers and seek clarification from teachers on any assignments where needed; be proactive in seeking clarification and help
- Follow the rules and expectations of class discussion and online communication as set forth by your teacher
- Put forth your best effort; complete work and activities as instructed
- Dress in school uniform for all video sessions and class meetings
- Abide by our Green Hedges creed and behavioral expectations in all that you do and comply with our [Student Acceptable Use Policy](#) regarding your iPad use and online conduct
- Communicate with your classroom teachers and advisors

Family Roles and Responsibilities: Middle School

Because of the age of our children, we ask that families play a supporting role in ensuring that learning in this new dimension proceeds successfully for students as well as teachers. Encourage children to stay current with their learning and reach out proactively should they run into any challenges.

- Establish routines and expectations for your child
- Establish a beginning and end-of-day check-in with your child
- Help them create a comfortable, distraction-free place to work (other than their bedroom)
- Help ensure that your child is checking and responding to their email daily
- Monitor communications from the School and your child's teachers
- Partner with your child's teachers and reach out should any challenges arise that the student has already attempted to resolve
- Help your child review their schedule for the day and check in to keep them focused and on task
- Help your child "turn work in" through the channels laid out by the teacher
- Be available to assist your child in walking through instructions -- when needed. Allow them to take a first stab and problem solve before offering help.
- Encourage your child's independence in working through a question or problem on their own. This will help teachers gauge student understanding and progress and determine pacing and next steps.
- Be mindful of your child's physical and emotional health
- Monitor your child's screen time and help them build in breaks
- Think about ways to relax or take breaks that do not involve screens
- Provide opportunities for your child to find time in the day to engage in physical activity

- Take advantage of opportunities to engage your child in the arts or other creative pursuits
- Set clear rules around using technology for social interactions and monitor your child's usage: Encourage your child to stay connected to friends both through talking about academic work and questions as well as virtual social interactions. Encourage inclusivity, kindness, and good cheer
- Be a calm presence for your child
- Be a supportive partner of teachers and the School

Distance Learning FAQs

How can I support my children during the distance learning plan?

GHS understands that a shift to a distance learning approach will require our students and families to make adjustments. Yet a continued **partnership** with parents and guardians can play a vital part of ensuring the success of the plan. The administrative team, the faculty, and the technology team are all available to support and guide students (and parents/guardians/caregivers) should they need help. Below are some guidelines for parents/guardians/caregivers to help students achieve success with distance learning. Overall, we encourage you to embrace this time at home as a new adventure with great possibilities.

Enjoy your family!

1. Establish a Regular Schedule for Your Child & Stay Engaged with their Learning

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

2. Create a Study Space for Your Child

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

3. Stay in Communication with your Child's Teachers

Your child's teachers will maintain regular communication with parents/guardians/caregivers. The frequency of the communications will depend on your child's age, developmental stage, and level of independence. While teachers are available as resources for your child and for you, please keep in mind that our teachers will need to be in regular email communication with all of their families, so we ask that you be mindful when communicating with teachers, strive to be succinct, and focus on the essential. ***Please use email as your primary method of contact with teachers.***

4. Encourage Independence and Allow for Productive Struggle

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

5. Help your Child Maintain Social Contact with Peers

It will be very important for your child to stay in social contact (through virtual means) with their friends and peers during distance learning periods. Encourage your child to interact with friends through Facetime or through phone conversations. They can form study groups created by their teachers or informal groups that they develop on their own. Social interactions, such as virtual lunch buddies, will help your child ***stay connected*** and feel a part of the School community.

6. Wellness: Encourage Physical Activity and Movement and Monitor Student Stress

Physical movement and exercise are vital to maintaining physical and mental health, reducing stress and anxiety, and improving concentration and focus for more effective learning and retention. The health and wellness of our students is of the utmost importance to us, and so we have worked with our PE department to set aside time everyday for students to maintain a healthy level of activity with breaks throughout the day and built-in time for physical education. Parents can partner with the school by ***checking in on their child's physical activity*** and ensuring that they participate in the activities provided.

How will the school determine learning goals and outcomes for my child?

For the first week or two after our return to school, teachers and students will review materials and skills covered earlier in the year as they adjust to their new "classroom" environment. Across the School and at each grade level, teachers and students will recognize and discuss the challenges and opportunities of distance learning. This trial period will give teachers a chance to assess what works and what doesn't and then, with our grade-level curricular goals in mind, use that information to design and present lessons and activities that best serve and engage their students. Developing and reinforcing skills in reading, thinking, writing, and speaking inform work in Language Arts, while number sense, conceptual understanding, reasoning, and problem solving guide instruction and learning in mathematics.

Our goal is to challenge students appropriately, and we are mindful that each child will experience this more independent model differently. What some students find exciting about the new format may cause others frustration. Students may find themselves asking for support for the first time -- or asked by their teacher to provide feedback on what is working well and what isn't. We will do our best to identify and use approaches that allow every student to hit their stride and have a positive and rewarding learning experience.

We anticipate that our entire team of teachers and administrators will be in a continual cycle of design, implementation, gathering feedback, assessing, and adjusting as we strive for healthy student involvement, understanding, and progress. We also are committed to train for and adopt evolving best practices and resources from the ever-expanding and professionally endorsed menu of platforms, apps, and tools available for instructing and learning in this format.

Our priorities? Preserve and cultivate the joy, curiosity, and spirit of creativity that are the essence of our School culture, retain and build on essential learning and skills, and help our students keep their love for school and for the many dimensions of their education.

How can I give feedback to the school about the distance learning experience?

We ask everyone in the GHS community to be patient, flexible, and adaptable during the roll out of the GHS Distance Learning Plan. We'd like to live and breathe the plan for at least a week and will provide families with a survey to gather feedback to adjust the plan. We're all in this together to provide the best for our students.