



DISTANCE LEARNING AT WIS

PRIMARY SCHOOL

UPDATED MARCH 2020

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DISTANCE LEARNING OVERVIEW

- Seesaw will be used for communication between students/teachers.
- Teachers will post lesson plans into Seesaw as a PDF Announcement. Students/parents will click on the PDF to access the embedded links.
- Student work will be planned in regular language rotations (French/Spanish and English 1-10 day rotations).
- Student work for each day will include lessons for regularly scheduled single subjects.
- FAL and SAL teachers will post specific tasks to these students into their individual Seesaw portfolio.
- Learning Specialist/SST teachers will post specific tasks to these students into their individual Seesaw portfolio.
- Counselors and administrators are available via email.

GUIDELINES FOR STUDENTS – IN COLLABORATION WITH PARENTS

- Students (and parents) review the work for each day by accessing the plans on Seesaw.
- Plan out the day for when online components can be done, including uploading of photos/videos into Seesaw for teachers to review.
- Gather the materials needed for each day. Tasks will use materials from around the home. No printing will be required.
- When tasks for the day are completed, students should submit a reflection into their Seesaw portfolio.

PARENT/GUARDIAN GUIDELINES

In the Distance Learning model, students will not be engaged in school work all day, every day.

- Tasks the teacher has set should be incorporated into the home schedule.
- Lessons for each day will not exceed two hours of screen-based learning. Please limit the amount of screen time outside this two-hour period.
- Learning activities such as reading aloud, pretend play, investigations, drawing, writing, and construction will be in the lesson plans. This takes the students away from screen-based learning.
- Parents/guardians are asked to assist children with their tasks but are not obligated to complete the assignments with their children. Children should be encouraged to plan their day and work as independently as possible (as is age appropriate).
- Parents should help with videoing the components of the lessons as indicated on the lesson plan as well as uploading these into Seesaw. This will help teachers to monitor student progress and design the subsequent learning experiences.
- Students who receive support from the SST will be contacted individually to arrange for the support to continue.
- FAL/SAL teachers will upload work for their students directly into their Seesaw portfolio.

DISTANCE LEARNING PROGRAM PARENT/GUARDIAN GUIDELINES

ADDITIONAL INFORMATION

- Teachers and administrators are available via email during the usual school hours.
- Please consider the technological access and supervision of your home. Children should have the access needed to complete their designated tasks, but this should be supervised as it usually would.
- Students who work with the Student Support Team will be contacted by Angie Myler, Learning Specialist, to arrange days/times for one-to-one sessions.
- Steve Hisler and Megan White-Schneider will be available via email for any emotional support your child may need. Please email Steve (Grades 2-5) or Megan (Preschool-Grade 1) directly.
- After school tutoring sessions should be arranged by each family with the tutor.

SUPPORTING AT-HOME STUDY

Establish a Schedule: A routine and structure will help students engage in their learning. As much as possible, keep to a regular bedtime and wake-up time. Build breaks into the school day. Your child will be better able to complete school work on schedule if you set expectations from the start.

Create a Study Space: Children need the right environment to learn. Establish a designated space in your home for studying — ideally it will be quiet and separate from other living spaces.

Foster Independence: Family members can assist in promoting independent learning by asking questions and encouraging children to explain what they are doing.

Communicate with Teachers: WIS teachers will remain in regular contact with their students, and with parents/guardians as needed. Parents/guardians are encouraged to reach out to teachers and administrators as needed. It is likely that teachers and administrators will receive a higher volume of email during distance learning, so we ask families to consider this when reaching out to the School. If you observe your child becoming frustrated or overwhelmed, don't hesitate to contact a member of the Student Support Team.

Facilitate Social Contact: Virtual social contact will ensure your child does not feel isolated from friends and peers. Encourage proper use of social media (if age-appropriate) or video phone chats.

Encourage Movement: Ask your children to move around so they are not sedentary all day long. Exercises supports physical and mental health, which in turn reduces stress.

DISTANCE LEARNING PROGRAM TEACHER GUIDELINES

TEACHER GUIDELINES

- Teachers upload Distance Learning Lesson Plans for the number of days designated by the principal. This will depend on the projected period of closure.
- The Distance Learning Lesson Plans must include homeroom, single subject teachers, and morning clubs.
- Teachers post a morning greeting by 8:25 AM each day. An example will be a video morning meeting recorded by the teacher.
- Students should complete tasks each day, but not at a specific time of day. This is to be responsive to home technology access, parent/guardian availability, and homes with multiple children.
- Time allocation for each task should be included in all plans (e.g. 25 minutes for a written task; 15 minutes Words Their Way).
- Homeroom teachers should contact each individual student at least once per day when you have their class. The aim is to check in with them, keep connected, answer questions, and generally ensure that you have regular contact.
- Teachers should take attendance in onCampus each day, once they have checked in with each student, so we can maintain attendance records. Daily attendance should be completed each day by 11:59 PM.
- If a student is not engaging in any of the learning tasks or is not replying to contact within a 24-hour period, teachers should inform the principal.
- Teachers should check through Seesaw portfolios to approve posts, give feedback and encouragement, note where reteaching/practice/further learning opportunities are needed, and adjust the following lesson plans accordingly. This should be done within 48 hours.
- Teachers should have a set of prepared lessons that are ready to be uploaded in case of illness.

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The School admits qualified students of any race, color, national and ethnic origin, sex, sexual orientation, gender identity or expression, religion, mental or physical disability, or any other status protected by applicable law, including the DC Human Rights Act, to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. The School likewise complies with all applicable laws in the selection of its Board of Trustees and in the administration of its educational, admissions, scholarship and loan, athletic, and other School-administered policies and programs.