INTRODUCTION TO PART TWO

In Part One of our Distance Learning Handbook for families, we outlined:

• Context for this temporary learning plan
• Key terms and technologies for distance learning
• Tips for students, as learners
• Tips for families, as support
• The distinction between asynchronous and synchronous learning

In Part Two of our Handbook, we’ll be diving more deeply into division-specific details, such as:

• The description and details of our modified daily schedule for synchronous learning
• Student and family roles & responsibilities
• Virtual learning classroom norms
• Who to contact when
• Blank weekly planner for students

We will compile this handbook with that of the Upper School and the first part you’ve already received when they are ready. As we continue to make adjustments and to improve on our plans and supports, we’ll update the version number and date compiled (found in the header) and post a live link to the most current version on Menlo’s website.
In Part One of our Distance Learning Handbook, we delineated the difference between **asynchronous** and **synchronous** learning. We have been engaged in asynchronous learning since March 12, 2020.

Starting March 23, 2020, we will be enacting our synchronous learning plan, which you will see on the next page of this handbook. **Note: this plan is subject to change based on the duration of the closure.**

**Why did we design the plan this way?**

We will run a modified weekly schedule, because distance learning is, by nature, more independent and self-paced. In addition, in a time of ambiguity with the potential for student and faculty illness, we aim to balance the need for predictability and structure with the need for flexibility. In the schedule, the designated time slot for each class period indicates when you can expect to check in with your teacher and attend virtual classes via Google Meet. School is still in session, just in a different space.

**How will teaching practices be adjusted?**

Teachers will structure their curriculum in a distance format that will continue with selected learning outcomes they would gain if they were meeting on campus. While each class may not be actively engaged in a live session for 2.5 hours, it is our expectation that students will be available during this structured time each day for their A-G classes. Each block will utilize a variety of learning formats including whole-group instruction, check-in, individual break-outs, one-on-one teacher support, and check-outs. All work, including any homework with the exception of independent reading, will be completed during the 2.5 hour block.
# Middle School Synchronous Learning Plan

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- Attendance will be taken every block (including Advocacy) except PE. **If your child is going to miss any online classes, including advocacy, please email msattendance@menloschool.org no later than 8:00AM that morning.**
- Human Skills and Learning Seminar will not meet. 6th & 8th graders will go to Computer Science, and 7th graders will have a free block.
- Office hours are available for students to get additional support or ask clarifying questions.
DISTANCE LEARNING NORMS

Students will be expected to practice these norms at all times so that we can continue to have a positive and productive learning environment. In general, all class norms that we practice on campus also apply online. Students should familiarize themselves with each of the norms below and why they are important for our Habits of Learning (HOL) or Habits of Heart and Mind (HHM)

**Study Habits**

### Check Haiku & email 2x/day (AM, PM)

Besides our online class time (Google Meets), Haiku and email will be the main form of communication for your teachers to send updates, messages, and post assignments.

**HOL: Organization (manages time efficiently)**

### Complete work fully & submit online, on time

Most work will be assigned and submitted through either Haiku or Google Classroom depending on the teacher. Teachers will inform you which method they will use. You are expected to complete work on time, before the deadline.

**HOL: Organization (manages time efficiently)**

**HOL: Learning Attitude (completes work with attention to detail)**

### Design a productive work space

You should have a designated work space that allows you to stay focused. Because more work will be completed on your laptop, you should sit near an outlet, and with as little distraction as possible. You should also work in common areas. If a bedroom is the only space available, please make sure the background is plain and free from distraction.

**HOL: Learning Attitude (exhibits independence)**

**HHM: Ethical Behavior (acting with integrity)**
Virtual Learning on Google Meet

Attendance

Unless you are sick or have an excused absence, you are expected to join every live class session. If you know that you will be absent or tardy, please have your parent/guardian notify the Middle School Office at msattendance@menloschool.org and let your advocate and teachers know where you are. Please also follow up with your teacher(s) just as you would at school.

HOL: Learning Attitude (exhibits independence/practices self-advocacy)

Be on time (Pro Tip: Sign on 3-5 min. early!)

Classes will begin promptly at 8:30 AM for the morning session and 12:00 PM for the afternoon session. Teachers will not wait for late students to start class, so, if you are late, there may be important information you miss and need to catch up on.

HOL: Organization (manages time efficiently)

Have all materials with you or right next to you

Most activities will be on Haiku or completed digitally, so you should have the following materials within arm’s reach during class:

- laptop
- headphones with microphone
- charger
- notebook and pen/pencil
- class texts

HOL: Organization (brings materials to class)
No multitasking or other tech use during class time

It will be especially important to be fully engaged class, since we will not be face-to-face. During class time, you should only be on tabs instructed. You should not be using any other technology (no phones, chatting, games, TVs, etc.). Teachers will trust that you use your best judgement and will be on task in class. To mitigate technical or network issues, we recommend that you restart your computer EVERY MORNING before classes start, and close all unnecessary tabs or apps during the Google Meet.

*HOL: Engagement (listens actively/stays focused and on task)*

*HHM: Ethical Behavior (acting with integrity)*

Keep your microphone muted

When you enter a Google Meet session, please mute your microphone with “command-D” and leave it muted. This is to minimize students speaking over each other. Your teacher may call on students to unmute one at a time, when sharing ideas.

*HOL: Engagement (listens actively/stays focused and on task)*

Use the chat function only to raise your hand or ask a whole-class question

The chat function on Google Meet should only be used by typing “hand up” when you have a question. This will signal your teacher to call on a student to share. The chat function SHOULD NOT be used for personal/irrelevant discussion between students. This will be viewed as distracting students and consequences will apply (as they do on campus). Many teachers will choose to pause instruction and set aside specific times for students to use the chat function for questions or feedback.

*HOL: Engagement (participates regularly/asks questions)*

*HHM: Ethical Behavior (acting with integrity)*
Menlo dress code

Menlo’s dress code applies to online classes as well. No PJs or inappropriate clothing.

\[ HHM: Ethical behavior (acting with integrity) \]

Participation

As on campus, you should feel comfortable to contribute productively to class discussion using the “hand up” mode. It will only make for a better learning space, and classes that much more fun!

\[ HOL: Engagement (participates regularly/asks questions) \]
\[ HOL: Learning Attitude (accepts & seeks challenges) \]
\[ HHM: Resilience (recovering & growing from challenges) \]

No food/eating (drinks are OK)

Eating can be a distraction to yourself and to others. In order to minimize any disruption or distraction in class, you should eat before/after class time. Drinks are an exception.

\[ HOL: Engagement (listens actively/stays focused and on task) \]
\[ HHM: Self-awareness \]

Bathroom usage

Use the bathroom before/after class, but, if you need to excuse yourself, you may quickly leave and return as soon as possible. You do not need to ask.

\[ HOL: Organization (manages time efficiently) \]
\[ HHM: Self-awareness \]
ROLES & RESPONSIBILITIES DURING DISTANCE LEARNING

Student Roles & Responsibilities

• Establish daily routines for engaging in the learning experiences.
• Identify a comfortable, quiet space in your home where you can work effectively and successfully.
• Regularly monitor email and Haiku to check for messages and updates from teachers and advocates.
• Complete assignments with integrity and academic honesty, doing your best work and following Habits of the Heart & Mind and Habits of Learning.
• Do your best to meet timelines, commitments, and due dates.
• Communicate proactively with your teachers and advocate if you cannot meet deadlines or require additional support.
• Collaborate and support your Menlo peers in their learning.
• Comply with Menlo’s Acceptable Use Policy and Distance Learning Norms above.
• Proactively seek out and communicate with other adults at Menlo as different needs arise (see below).

For questions about . . .

- a specific course, assignment, or resource
- a general personal, academic, or social-emotional concern
- a specific personal or social-emotional concern
- a specific academic concern
- a technology-related concern

email:

- your teacher or Coach McDonald at jmcdonald@menloschool.org
- your advocate
- Mr. Davis at jdavis@menloschool.org
- Mr. Machado at fmachado@menloschool.org
- Mr. Kulbieda at mkulbieda@menloschool.org
Parent/Guardian Roles & Responsibilities

- Establish routines and expectations
- Define the physical space for your child’s study
- Begin and end each day with a check-in and check-out with your child
- Take an active role in helping your child process their learning
- Establish screen-free times for quiet and reflection
- Encourage physical activity and/or exercise (refer to PE’s Haiku page)
- Remain mindful of your child’s stress or worry
- Monitor and set rules around social media use
- Follow social-distancing recommendations

If you have questions that were not addressed in the Handbook about . . .

- a specific course, assignment, or resource: email the teacher or **Coach McDonald** at jmcdonald@menloschool.org
- a general personal, academic, or social-emotional concern: email **Mr. Davis** at jdalvis@menloschool.org
- a specific personal or social-emotional concern: email **Mr. Machado** at fmachado@menloschool.org
- a specific academic concern: email **Mr. Kulbieda** at mkulbieda@menloschool.org
- a technology-related concern: email **Ms. Barada** at jbarada@menloschool.org
- a medical concern: email **Ms. Germane** at msattendance@menloschool.org
- an attendance issue: email **Ms. Takemoto** at mtakemoto@menloschool.org
- a distance learning behavioral issue: email **Ms. Lowery** at llowery@menloschool.org
- a general program concern: email the advocate

email:
**SAMPLE MS BLANK STUDENT PLANNER**

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For a digital version of this planner, which you can make a copy of, please [click here](#).