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

• A daily checklist for students

• Virtual learning classroom norms

• Who to contact when

We will compile this handbook with that of the Middle 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 continue to teach towards the primary learning outcomes they would have pursued if we were on campus, though they may pare back to only that which is essential so as to support student learners as they do more self-directed work.

Each block will have the chance to meet “live” **once per week for up to 3 hours at a time** (delineated by the blocks on the schedule) in addition to **set aside time for Office Hours**. However, we have **not** recommended that teachers attempt to conduct a live, whole-class learning session for all 3 hours; instead, we are encouraging them to utilize a variety of learning formats, including whole-group instruction, check-ins, individual break-outs, one-on-one teacher support, exit tickets, and time for independent student work.

It is our expectation, therefore, that both teachers and students will be available during this structured time each day for their A-G classes so that teachers can take attendance and share their plan for how to spend the time.
How much work will be assigned per week?

Upper School students can expect to receive approximately 3-4 hours’ worth of work per class each week, including time spent in these synchronous working sessions. AP Classes may assign additional work to support the rigorous nature of their curriculum.

Example of a Potential Weekly Plan (A Block Model)

By the start of Monday’s A block class: Ms. Jinnett posts a "task card" for the week on Haiku. It includes the learning goals, where to find resources, and due dates for specific deliverables. The card also includes pacing guidelines for 3 hours’ worth of work and is due the following Monday during the next live session.

Monday’s Live Session: At 12:00, Ms. Jinnett and her students log on to Google Meet. For 20-30 minutes, the class builds community through a fun warm-up activity or check-in, reads and clarifies any task card items that are confusing, and shares best practices for completing the work. Students then spend 30 minutes in small virtual groups discussing each other's deliverables from the prior week and another 15 minutes giving feedback to each other. Ms. Jinnett is circulating virtually between rooms to guide and listen in on the conversation, but students have roles (such as timekeeper, notetaker, and facilitator) that largely keep them on track. Finally, the class spends 5-10 minutes reflecting on what they've learned and/or asking follow-up questions as needed. The remaining time includes students collaborating on their task cards so that they only have an hour and a half left to do for HW or it may include additional small group check-ins and new learning. Some teachers may also choose to give students the option to take a brain and screen break at this point—Upper School students, especially juniors and seniors, will have leeway to pace themselves towards their learning goals.

PLEASE NOTE: This is only one possible model.

Teachers have flexibility to do what is best for their students, subject, and grade level each week and we expect to iterate based on student feedback.

When will work be due?

We are mindful that students may experience increased overwhelm in a distance model. Therefore, teachers will only ask students to turn in assessed work on the day that their block “meets.” So an A block class will assign and collect work on Mondays, B and C on Tuesdays, and so on. However, teachers are encouraged to set up “check points” (pass/fail completion checks) 1-2 times a week between classes so that they can quickly see if a student is falling behind on their learning towards a summative assignment and intervene with additional supports.
# Upper School Synchronous Learning Plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AM</strong></td>
<td><strong>8:30-9:30</strong> Students: Weekly planning time.</td>
<td></td>
<td><strong>Late start for students. Counselors, Student Life, Academic Support available.</strong></td>
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<tr>
<td>8:30-11:30</td>
<td><strong>9:30-9:50</strong> Advocacy check-in</td>
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<td><strong>Additional time for virtual faculty &amp; staff meetings and for Student Groups to meet.</strong></td>
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<tr>
<td></td>
<td><strong>9:50-11:30</strong> Advocates review student plans and do follow up / Office Hours as needed</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>PM</strong></td>
<td><strong>12:00-3:00</strong></td>
<td>A</td>
<td></td>
<td><strong>12:00-12:20</strong> Advocacy check-in</td>
<td><strong>12:20-3:00</strong> Office Hours Check-Ins (Counselors, Student Life, Academic Support avail.)</td>
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<tr>
<td></td>
<td></td>
<td>C</td>
<td><strong>D</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
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<td>D</td>
<td><strong>F</strong></td>
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<td></td>
</tr>
</tbody>
</table>

*LUNCH*

*Attendance taken via FA Web every block (including Advocacy). If your child is going to miss any online classes, including advocacy, please email studentlife@menloschool.org no later than 8:00 am that morning.*

**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.

Study Habits

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

Haiku and email will be the main form of communication for your teachers to send updates and post assignments.

Please read all emails and respond promptly. Students are also encouraged to use Haiku’s “Inbox” function to send questions to their teachers between live class sessions so as to reduce the chance of inbox overwhelm for everyone.

Complete work fully & submit online, on time

Most work will be assigned and submitted via a combination of Haiku and Google Docs. Some teachers may use Google Classroom for its increased functionality; all Google Classroom links will be hosted on Haiku so students have one primary landing spot for each class.

Design a productive work space

Consider where you’ll stay focused and have easy access to a power outlet for your laptop. During Google Meets, please work in a common area, rather than a bedroom. If a bedroom is the only place available, we ask that the bed is not visible on the screen and that the background be neutral, if possible.

Please also keep the door open when video conferencing with an adult.
Virtual Learning on Google Meet

Join every live, scheduled session or excuse your absence

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 notify the Upper School Student Life Office and CC the teacher of the classes you will miss.

Be on time & have all materials on hand

Classes will begin promptly, so please sign 3-5 minutes early to make sure you don’t hit any technical issues that will prevent you from starting class on time. Have in arm’s reach your laptop, headphones, charger, notebook, pen/pencil, and class texts/resources.

Avoid multitasking or other tech use during class time

Learning online requires even more attentiveness, so please only navigate to tabs that you’re instructed to use. Leave your phone off and out of sight, and close out any iMessage or other distracting platforms. This also includes television!

Keep your microphone muted & your camera on

When you enter a Google Meet session, please mute your microphone with “command-D” and leave it muted until you are ready to ask a question and/or the teacher invites you to comment. Your camera must also stay on so that we know you’re present for the whole class and can track your understanding.
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 if you have a question and teachers will explain how they plan to use it. In most cases, they’ll ask you to type “hand up” when you have a question; in some cases, they may ask you to type questions as they occur, and then will gather them for discussion at the appropriate time. The chat function SHOULD NOT be used for personal/off topic discussion between students; remember that every chat bubble that pops up will distract! So please use it only as directed.

Dress appropriately

Even though you’re learning from the comfort of your home, there’s a responsibility that comes with learning online: you are co-creating a professional working environment with your teachers and other trusted adults. Just as we will dress professionally when seeing you, we ask that you do the same: please don’t wear pajamas to class or other clothing that may be distracting or reduce from the overall professionalism of our endeavor.
DAILY CHECKLIST FOR STUDENTS

We understand that Upper School students will need support in organizing and staying on track with their studies. That's why, every Monday, students will have 1 hour to plan their week, followed by an Advocacy group check-in and individual or small-group Advocate review of their plans with time to make adjustments.

On Fridays, Advocacies will meet to reflect and iterate on plans for the following week. Below is a daily checklist families may wish to use to support their conversations with students in between Advocacy sessions.

<table>
<thead>
<tr>
<th>At the end of each day, ask . . .</th>
<th>check?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you thoroughly read all of your emails today and sent responses when needed?</td>
<td></td>
</tr>
<tr>
<td>Did you Star/Flag important emails you need to come back to? Did you follow up on any emails you’d previously Starred or Flagged?</td>
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</tr>
<tr>
<td><strong>Haiku/Schedule</strong></td>
<td></td>
</tr>
<tr>
<td>Did you check Haiku today for all of your classes? Do you understand what is due and by when? Email your teacher right away, if not.</td>
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</tr>
<tr>
<td>Did you capture in a planner/calendar when Google Meets are scheduled for your classes? If you have a long-term project, have you identified all the steps you’ll need to carry out and decided when you’ll do them?</td>
<td></td>
</tr>
<tr>
<td><strong>Tasks/Progress</strong></td>
<td></td>
</tr>
<tr>
<td>What will you be accomplishing today? Narrow your project or to-do list down to the highest priorities for the next 24 hours.</td>
<td></td>
</tr>
<tr>
<td>Did you flag content you have questions about? Have you checked Haiku for Discussion Board or support resources? If those don’t work, email a friend or teacher; if the question can wait, add it to a list for your next Google Meet session.</td>
<td></td>
</tr>
<tr>
<td><strong>Tomorrow</strong></td>
<td></td>
</tr>
<tr>
<td>Have you reflected on the number of tasks you were able to complete today? Does this seem sustainable or too much/ too little?</td>
<td></td>
</tr>
<tr>
<td>Have you moved tasks you didn’t get to to a different day?</td>
<td></td>
</tr>
<tr>
<td>Is there something you are feeling behind, worried about? Something about the content you don’t understand? Have you let your teacher or Advocate know so that they can help you?</td>
<td></td>
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</tbody>
</table>
ROLES & RESPONSIBILITIES DURING DISTANCE LEARNING

Student Roles & Responsibilities

• 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.

• 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
  - email: your teacher

- a general personal, academic, or social-emotional concern
  - email: your advocate

- a specific personal or social-emotional concern
  - email: Ms. Bianchi or Mr. Fauver

- a specific, accommodations-related concern
  - email: Mr. Dean

- a technology-related concern
  - email: Ms. Miller
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 student
• Take an active role in helping your student process their learning
• Establish screen-free times for quiet and reflection
• Encourage physical activity and/or exercise
• Remain mindful of your student’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 . . .

- specific or general personal, academic, social-emotional, to tech-related concerns
- a medical concern
- an attendance issue
- a distance learning behavioral issue
- a general program concern

email:

Please see the previous page of the Handbook for contacts

Ms. Barada
Student Life
Mr. Lapolla
Ms. Jinnett