WIS
WASHINGTON
INTERNATIONAL
— SCHOOL —

DISTANCE LEARNING AT WIS
MIDDLE SCHOOL

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DISTANCE LEARNING PROGRAM
STUDENT GUIDELINES

GENERAL STUDENT GUIDELINES

Students will:
- Have a device and access to the Internet that they can use to access virtual learning classrooms.
- Actively monitor email and onCampus pages for assignments and modules.
- Attend video conference sessions as scheduled by the teacher. (Attendance will be taken.)
- Reach out actively to teachers to schedule additional check-ins as needed.
- Complete all assigned tasks by the posted due date.
- Respond to all school-related communication within 24 hours.
- Adhere to teacher expectations about completing coursework, communicating, and engaging fully in virtual learning.

Students can expect support resources (including tutorials) for all tools that will be used. School staff will be available to support technology skill-building related to coursework.

STUDENT CONDUCT DURING DISTANCE LEARNING

- All WIS *Community Handbook* guidelines and rules apply.
- Students will demonstrate respect for teachers and classmates, including:
  » Being on time to Google Meet classes and appointments with teachers.
  » Treating each other with respect in class and sharing the air.
- Attendance will be taken and reported.
- Students will follow all classroom, assignment, and assessment guidelines, including:
  » Ensuring the integrity of all work.
  » Adhering to the WIS Honor Code.

Failure to adhere to the above guidelines will result in a notification to the Upper School Principal and Assistant Principals, who will then call the student and the student's parent/guardian. Students should refer to the *Community Handbook* for a list of consequences for not following the expectations listed above.

DISTANCE LEARNING PROGRAM
TEACHER GUIDELINES

TEACHER GUIDELINES

- Teachers will create and publish modules (online lessons for the cycle) for students to interact with.
- Teachers will use onCampus and Google Meets. **All classwork, homework, resources, etc. will be published in onCampus even if/when other learning tools are utilized.**
- Teachers will enable notifications on every assignment posted in onCampus.
- Teachers may use any of the learning tools supported by Academic Technology. If teachers would like to use a tool that has not been endorsed by WIS Academic Technology, approval must be obtained from Richard Anderson, Director of Academic Technology.
- There is an understanding that in the event of a long-term school closing, synchronous contact time with students may be challenging. However, in typical Middle School courses, there will be the following expectations for the number of expected "face-to-face" meeting times per cycle using Google Meets:
  » Advisors will have a 10-minute homeroom check-in each morning at 8:15 AM to connect with students and review their schedule and plans for the day.
  » First period Google Meets on any given day would start no earlier than 8:30 AM.
  » Classes that typically meet five times per cycle should have three class meetings per cycle using Google Meet.
- These virtual classes should be scheduled following the eight-day cycle within the existing meeting times and blocks, to avoid conflict with other Google Meets that students may be required to attend.
- Attendance must be taken during the virtual sessions in onCampus just as teachers would do in school. (No action is needed for attendance during the class periods not chosen for virtual meetings). Please reach out to any student who does not attend a scheduled meeting.
- Teachers will respond to student, parent, and administration communication within 24 hours.
- Office Hours (to support students as needed) should be scheduled using Google Calendar appointment slots and may be more loosely structured based on teacher availability (during already scheduled class time if possible). Teachers may also set up ad hoc meetings with individual students as requested.

Teachers can expect training in all tools suggested, but teachers are each responsible for ensuring that they have skills with the tools they are planning on using — including the ability to support student use of the specific tools of their modules. Academic technology team members will be available for remote tech support needs.

DISTANCE LEARNING PROGRAM
TEACHER GUIDELINES

SAMPLE MODULE

An example of modules over a cycle will include:

Introduction	Content	Checks for Understanding	Assessment	Office Hours	Discussion	Wrap-up
Face-to-face	Varied Resources (optional)	onCampus	Varied Resources	Face-to-face	Varied Resources	Face-to-face
Google Meet	Google Slides Voicethread Videos Screencast Explain Everything Padlet Adobe Spark	onCampus Quiz Google Docs Explain Everything	onCampus Quiz Google Docs Explain Everything Adobe Spark	Google Meet	onCampus Discussion Voicethread Google Docs Explain Everything Padlet	Google Meet

PROVIDING VIRTUAL FEEDBACK TO STUDENTS

Teachers will provide written or recorded feedback on student work. Tools for this will depend upon the tool that student work is being constructed in, but there are many options. Examples include:

- Commenting on student Google Docs.
- Peer feedback via Voicethread or Google Docs.
- Grading student work and sharing grades with students.
- Use Turnitin annotations in onCampus.
- Use online submission annotations in onCampus.
- Rubrics in onCampus.

ADVISORS

- Advisors will conduct a Google Meet at the start of each day to check-in with students, ask them about plans for the day, answer questions, and provide support, which may include speaking with colleagues to highlight student questions or struggles.
- Advisors have advisory duties that involve checking in with students to share resources, as well as connecting with students individually.

DISTANCE LEARNING PROGRAM
SUPPORT STAFF AND ADMINISTRATOR GUIDELINES

SUPPORT STAFF AND ADMINISTRATOR GUIDELINES

- Administrators are available via email and will set up Google Meet sessions on request.
- IT support will be available for students and teachers to have access to Help Desk services via Zen Desk. Support will be available 8:00 AM to 4:00 PM.
- Counselors will be available via email to provide social/emotional support services remotely. Students currently working with the counselor will be contacted by the counselor to set up one-to-one sessions.
- Learning Specialists will be available via email to provide additional academic support services remotely. Students currently working with Learning Specialists will be contacted to set up one-to-one sessions.
- IT and Academic Technology staff will be available for students and teachers to have access to training on technology tools that are required for teaching and learning.
- Teaching and Learning staff will be available for teachers to develop/transform curriculum and assessments as needed. Please use the group: tr-distance-learning@wis.edu to get support for long-term distance learning, including curriculum design support and technology tool support for content development.

DISTANCE LEARNING PROGRAM
PARENT/GUARDIAN GUIDELINES

PARENT/GUARDIAN GUIDELINES

- Complete the [technology survey](#) to ensure a child has access to educational resources.
- Actively monitor email and onCampus to receive notifications and support their child's participation.
- Perform daily check-ins with their child to support their learning.
- Reach out to teachers and administrators with any concerns or questions.

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. A good Internet connection is essential.

Foster Independence: WIS students are accustomed to being active participants in their own learning. Family members can assist in this by asking questions and encouraging children to explain what they are doing. Resist the urge to assist children with every challenge; working through a problem is beneficial.

Communicate with Teachers: WIS teachers will remain in regular contact with their students, and with parents/guardians as needed. Each division has establish guidelines for contact. 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 and other platforms such as Google Meet. Virtual study groups will also help students stay connected with each other.

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.

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