

# Brightworks

## Distance Learning Plan

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# Distance Learning Plan

## Introduction

Dear Brightworks Community,

Thank you so much for reading through this massive document. We understand how disruptive a school closure could be to families and would only take that step when absolutely necessary. However, with the Coronavirus situation developing as quickly as it is, we want to be as prepared as possible.

We've deliberately chosen the term Distance Learning as opposed to labels like "online learning" or "virtual schooling" that are technology-centered. This reflects our conviction that quality learning can happen at a distance without students spending the whole day online. We are committed to continuing our core education values of honoring student agency, and creating authentic and meaningful learning experiences even from afar. Our goal is to create a distance learning plan that moves forward the learning goals of the band, maintains a sense of community, and is sustainable for collaborators, students, and families.

Distance Learning will be a huge collaboration between students, educators and families. There is a certain magic to being in the same physical space as the people you are working with. To recreate that feeling of community, collaboration and purpose at a distance, students, collaborators and families are going to have to get creative. Our whole community will be new to Distance Learning so let's be kind to each other as we find our way through this experience together.

In the spirit of being on the same page as we prepare for this community endeavor, the document you are reading has been written for **collaborators, students and family members alike**. It outlines the technology we will use to communicate with the community as well as technology we might use as digital teaching tools. It lays out guidelines and expectations for collaborators, students and family members. It also sketches what time commitments will be expected for different age groups. At the very end of this document you will find a timeline that we will use to think through the phases of a potential closure.

This plan wouldn't be possible without the wisdom of educators who are pioneering in the Distance Learning space, like the Global Online Academy and the American School in Japan.

If you have any questions or concerns please feel free to reach out.

We've got this!

Mackenzie

# Our Methods of Communication

## Vocabulary

**Asynchronous:** Class interactions happen via Learning Management System (google classroom, seesaw or email) without real-time interaction. Students engage with class materials and complete work at their own pace, typically within a given timeframe, often using discussion boards to drive peer-to-peer engagement.

**Synchronous:** Class interactions happen in real time, at the same time. Students may virtually attend class together via video conference, livestream, or chat. We have Zoom for synchronous meetings.

Collaborators will be using a blend of synchronous contact and asynchronous work.

Our Methods of Communication			
Channel	Audience	Description	Tutorial Links
Email	Staff, Parents and Students	Leadership will use Gmail for all major communications and announcements. Collaborators will also use email to share weekly/daily plans as well as updates.	I think you've got this!
Zoom	Staff, Parents and Students	Zoom will be our primary platform for synchronous Band meet ups. We will also have a Zoom Room staffed with an admin person to answer questions and troubleshoot. We may also have Zoom Webinars for all school digital gatherings.	<a href="#">Zoom Help Center</a>
Google Hangouts	Staff and Students	Google Hangouts is a back up video conferencing platform that can be used for synchronous band meet ups. It can also be used for chat!	<a href="#">Hangouts Help Center</a>
Slack	Staff	This is how our staff will internally communicate time sensitive information.	
Website	Community & Public	We will update the school website with the most recent Email update/ Communication.	<a href="#">Blog</a>

# For Parents

## 10 Guidelines for Parents

*The transition to distance learning will be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with distance learning, while others may struggle. The ten guidelines provided below are intended to help parents think about what they can do to help their children find success in a distance learning environment.*

*These Guidelines are adapted and at times copied verbatim from this amazing [Closure Plan](#) from The American School in Japan.*

**1—Establish routines and expectations** From the first day Brightworks implements its Distance Learning Plan, parents need to establish routines and expectations. Brightworks encourages parents to set regular hours for their children's school work. Your collaborator will communicate their synchronous meet up times and the asynchronous expectations for the day and week. Your children should move regularly and take periodic breaks as they work. It is important that parents set these expectations for how their children will spend their days starting as soon as distance learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.

**2—Define the physical space for your child's work.** We encourage families to establish a space/location where their children will learn most of the time. This should be a public/family space, not in a child's bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where parents are present and monitoring their children's learning.

**3—Monitor communications from your children's Collaborators.** Collaborators will communicate with parents through email, when and as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. Brightworks wants parents to contact their children's collaborators if issues arise. However, we ask parents to remember that collaborators are juggling other families as well. If you need extra support and your collaborator doesn't have the bandwidth, feel free to reach out to our admin team. We also encourage parents to have their children explain to them the Learning Management Systems (e.g. Google Classroom, Google GSuite) that collaborators are using.

**4—Begin and end each day with a check-in** Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask what your child is learning today. What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they've received from their collaborators. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents (that's normal!), but they should nevertheless. Parents should establish these check-ins as regular parts of each day. Not all students thrive in a distance learning



environment; some struggle with too much independence or lack of structure. These check-in routines need to be established early, before students fall behind or begin to struggle.

**5—Take an active role in helping your children process and own their learning.** Human beings learn best when they have opportunities to process their learning with others. During the regular school day your students have dozens of opportunities to socially process what they are learning by asking questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be re-created on virtual platforms, others will not. Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning. However, it's important that your child owns their work; don't complete assignments for them, even when they are struggling.

**6—Establish times for quiet and reflection** A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling headphones (no music necessary!) to block out distractions.

**7—Encourage physical activity and/or exercise** Make sure your children remember to move and exercise. This is vitally important to their health, well-being, and to their learning. Brightworks Aftercare and Support Collaborators will recommend activities or exercises, but it is important for parents to model and encourage exercise! Think also about how your children can pitch in more around the house with chores or other responsibilities. Don't let your children off the hook – expect them to pitch in!

**8—Remain mindful of your child's stress or worry** It is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience because of Coronavirus and the school closure. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide.

**9—Monitor how much time your child is spending online** Brightworks does not want its students staring at computer screens for 7-8 hours a day. We ask that parents remember our Collaborators are not experts in distance learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. Brightworks leadership and collaborators will periodically check in with you to assess what you're seeing at home and what we need to adjust. We thank you in advance for your patience and partnership!

**10—Keep your children social, but set rules around their social media interactions** For the first couple of days this closure may feel exciting to students, however, the initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and collaborators. Help your children maintain contact with friends and see them in person when circumstances permit. Please also monitor your children's social media use, especially during an extended school closure. Older students will rely more on social media to communicate with friends. Social media apps such as SnapChat, TikTok, Instagram, WhatsApp, or Facebook are not official, school-sanctioned channels of communication. Brightworks asks parents to monitor their children's use of social media. Remind your children to be polite, respectful, and appropriate in their communications.

## Roles and Responsibilities

### Parent

- **Establish routines and expectations.** Be proactive in giving your kid the structure they need to be successful.
- **Define the physical space for your child's work.** Make that space public and supervisable.
- **Monitor communications from your children's Collaborators.** Staying in touch with your collaborator will give you the context you need to help your child.
- **Begin and end each day with a check-in.** Get clear on goals and reflect on work!
- **Take an active role in helping your children process and own their learning.** Help them process; don't do the work for them!
- **Establish times for quiet and reflection** Everyone needs some quiet time!
- **Encourage physical activity and/or exercise** Movement makes us more productive.
- **Remain mindful of your child's stress or worry** Help your students process this experience and be mindful of the impact of your own stress levels.
- **Monitor how much time your child is spending online** We don't want our students to be in front of a screen for 8 hours a day. Help them unglue and give us feedback on our assignments.
- **Keep your children social, but set rules around their social media interactions** Kids need to be social. Help them to do this in a kind and responsible way.

#### Question about..

#### Contact

A project or assignment

Your Collaborator

A technology issue

Your Collaborator and  
Loren@sfbrightwork.org

Personal or social-emotional concern

Your Collaborator and/ or a trusted member  
of the leadership team

Brightworks' approach to distance learning

Mackenzie

# For Students

## Guidelines for Students

*In the event the school building is closed and we aren't meeting in person every day, it doesn't mean the learning is going to stop. Your band and collaborator are still going to be checking in regularly to explore Song and help move your learning goals forward. To make the most of this experience we have a few suggestions and guidelines for you!*

**1—Establish Routines** You'll have a lot of freedom to set your own schedule, but with that freedom also comes procrastination! It can be helpful to keep to a schedule. By setting aside the same time each day to tackle your daily learning goals, you can stay on track.

**2—Find a good workspace.** Find a quiet place where you won't be distracted and won't be tempted to tab over to YouTube or Netflix. In fact, close those tabs! Your digital workspace is as important as your physical workspace. It can be helpful to sit near someone else who is working in a focused way as well.

**3—Check for messages from your Collaborators.** Start your day by checking your email and Google Classroom. This is the main channel through which your collaborator will communicate with you and your parents.

**4—Establish times for quiet and reflection.** Everyone needs down time to reflect and relax. This closure may be difficult in unexpected ways. Keeping a journal and making time to reflect on this experience can help you process it.

**5—Make sure to exercise.** Studies show that exercise not only makes you healthier, it can make you happier and more productive. Put time aside each day to move around.

**6—Use Tech as a Tool and don't spend your whole day in front of the computer.** It's easy to get distracted by Netflix or go down a YouTube wormhole. During this time, your computer is your connection point to your collaborator and band. Make sure to use it as a tool, not just a source of entertainment.

**7—Remember our community values when you chat or post on social media.** Take extra care to be kind and respectful on chat and social media. On digital platforms it is difficult for others to read your tone, and comments and posts made in the heat of the moment live for far longer than words spoken in person. If you find yourself in a challenging social situation, reach out to a trusted adult for help.





# Online Learning Habits

## (In Four Animals)



### Be active.

**Habits:** Don't lurk! Leave an artifact every time you check into your course: post an idea, reply to someone else's idea, share a resource, submit an assignment. Small and frequent contributions are more effective than big and sporadic ones.

**Tools:** Download mobile versions of course technology to communicate on the go. Use browser bookmarks to make your course easily accessible.



### Be steady & reliable.

**Habits:** Prioritize responsiveness. Check-in daily for a few minutes to keep up with conversations. Designate longer chunks of time for deeper work. It's important that online learning be a visible part of your schedule.

**Tools:** Set regular "dates" with your course on your calendar. Make sure course notifications go to the device you use most (email, phone, tablet).



### Be resilient.

**Habits:** Identify and use multiple modes of support: online resources, your online classmates, and on-campus support. Make a sincere attempt to solve a problem yourself before asking others.

**Tools:** Find and bookmark online support resources for technology in your course. Don't be afraid of a Google search. Identify a "course buddy," someone who knows you're in this course and can provide both personal and technical support.



### Be playful.

**Habits:** Communicate in many ways (text, video, image, emoji, etc.). Use humor and warmth. Try to do something surprising or creative with routine interactions.

**Tools:** Learn how to use your smartphone or mobile device to capture and upload video and images that show your life and location. Learn the technology in your course: how many different ways are there to interact? Learn how to add multimedia elements to your posts.



## Roles and Responsibilities

### Students Roles and Responsibilities

- **Establish routines**
- **Create a focused physical and Digital workspace**
- **Monitor communications from your collaborator**
- **Exercise!** Movement makes us more productive.
- **Tech as a tool** We don't want our students to be in front of a screen for 8 hours a day.
- **Remember our community values when you chat or post on social media** Be social but in a kind and responsible way. Think before you post.

Question about..	Contact
A project or assignment	Your Collaborator
A technology issue	Your Collaborator and Loren@sfbrightwork.org
Personal or social emotional concern	Your Collaborator and/ or a trusted member of the leadership team
Brightworks' approach to distance learning	Mackenzie

# For Collaborators

## 10 Guidelines for Collaborators

*The transition to distance learning will not be simple or easy. Collaborators will need to think differently about how to communicate, give instruction, and provide feedback; how to design lessons and projects that are authentic and meaningful; and how to ensure students continue to collaborate and communicate with others. The ten guidelines provided below are intended to help collaborators reflect on challenges they'll confront in shifting to distance learning.*

*These guidelines have been adapted and sometimes verbatim copied from this awesome article from [Global Online Academy](#) and this amazing [Closure Plan](#) from The American School in Japan.*

- 1—**Students' ability to learn and engage is directly related to their physical and emotional wellbeing.** School closures and the community impact of Covid-19 will affect students in all sorts of different ways. Before diving into curriculum, take the time to assess your students' mental, physical, and emotional well-being. How are they doing? How are their families? Create a schedule of regular check ins with your students.
- 2—**Evaluate your students' conditions for distance learning** While most students will have reliable online access at home and the devices they need to shift to distance learning, others will not. Open a dialogue with families and avoid assumptions that all students' circumstances are the same. Be flexible with the scheduling needs of students and their families. If students need a chromebook or wifi hotspot, Brightworks will provide it for them.
- 3—**Stick with the familiar.** Especially in the first weeks after moving to distance learning, stick with what's familiar to your students. Collaborators should remember that while many students will thrive with distance learning, others will struggle with the platforms. In the event that the school remains closed for a longer period of time, it may become necessary to explore new or different learning platforms that provide different experiences. In the coming days try a dry run of new technologies that you may introduce, such as Zoom or Seesaw.
- 4—**Less is more.** Design concise, organized weekly plans for your students with clear deadlines and explanations. Be mindful of volume and pacing. We are all, collaborators and students alike, new to online learning; you will all need extra time to learn how to find things and do them well. As Susan Fine writes in an article about the divide between [homework and class work](#), "More isn't always better; it's sometimes just more. And, more quickly loses its appeal when volume prevents digging in on anything or a struggle to determine where even to start." Give students more time to do fewer, richer assignments rather than try to assign and collect work at every opportunity. You can find an example of GOA pacing guides [here](#) and [here](#). Make a copy and edit if either examples are helpful.
- 5—**Seize the moment; Or as we say at Brightworks, "Screw the Arc, make the Cheese."** Years or decades from now, how will your students remember the emergency that resulted in school closure? While we should attempt to bring some normalcy and routine to students' lives, collaborators



shouldn't ignore the opportunities resulting from school closure either. Personal journaling and/or other creative writing assignments can help students process their thoughts, worries, and emotions, particularly in times of crisis. The Coronavirus also provides us with other real-life opportunities to study scientific phenomena associated with viruses, how the media is reporting the epidemic, how governments are responding, and many other opportunities to seize the moment and design new learning interdisciplinary experiences for our students.

**6—Honor students' agency in their own learning.** Distance learning can give students the ability to learn at their own pace, pursue their interests, and do it on their own schedule. By creating accountability structures and mini declarations, we can support students in pursuing their own goals and interests. The Middle School Team put together an awesome declaration for their [academic choice](#) time that could be an inspiration for how to support independent study. Distance learning can also provide students with the opportunity to learn at different paces (e.g. [Khan Academy](#)). Consider designing [nonlinear curricula](#) so students can move flexibly and freely through different explorations and ideas. We are currently looking into getting a subscription to [DIY](#) for our students during this time.

**7—Designers of experience; facilitators of learning** In shifting to distance learning, it is especially important for collaborators to think of themselves as designers of experiences and facilitators of learning (as opposed to distributors of knowledge). Distance learning places a premium on a collaborator's ability to think more deeply about how to introduce content, design experiences, and coach students with thoughtful, specific feedback. Collaborators should establish conditions where students have a clear sense of purpose, opportunities to express themselves, and experiences that allow them to work toward mastery. This will help students stay motivated and engaged in learning, even when they are not physically at school.

**8—Design asynchronous learning experiences** Students and families may have different schedules. Make a menu of mini-projects or post a prompt based on a reading or playlist previously assigned, and give students a set timeframe to post and respond to each other. For group projects, students can leverage tools like Google Drive to collaborate asynchronously. Have students share their work publicly on Classroom, Sites or [Flipgrid](#) so they can give each other feedback.

**9—Design synchronous learning experiences** When it comes to student engagement and learning, relationships matter as much online as they do in person. If Brightworks was closed, students might be able to gather for synchronous learning times via video chat using Zoom or Google Hangouts. Collaboration remains important and there are many ways we can foster it through synchronous learning.

**10—Ask students and parents for feedback.** In person it's easy to see if a challenge or project has flopped; you can read it in the student's body language. It's harder to read the room and adapt in a digital setting. In an online setting, it's important to intentionally design channels to receive that same type of feedback. Beyond observing students' posts and contributions to online discussions, proactively seek their insights about online learning. Two simple questions to start: What is working for you in this mode of learning? What's not working? Leverage a Google Form, or simply send an email and invite responses. Listen to what students & parents say and make tweaks to your planning as needed. BWX staff is learning as we go and we can only make the experience better for everyone by seeking feedback.

## Roles and Responsibilities

Brightworks Staff	
<b>Director of Program and Leadership Team</b> (Mac, Aaron, Anth, Mo, Gever & Justine)	<ul style="list-style-type: none"> <li>• Co-develop and support implementation of DL plan with collaborators.</li> <li>• Iterate with collaborators to find best practices around DL.</li> <li>• Support Families with the transition into distance learning.</li> <li>• Maintain open lines of communication between staff, students and families and foster a feeling of community.</li> <li>• Update community on developments in the school's closure.</li> </ul>
<b>Collaborators</b> (Nicole, Mo, Mary Catherine, Liz, Rachel, Sam, Phillip, Jules & Molly)	<ul style="list-style-type: none"> <li>• Work with other collabs to design and implement rich learning experiences for your students that balance screen time with creative hands-on experiences.</li> <li>• Daily synchronous check-ins; Daily and/or weekly a-synchronous roadmaps.</li> <li>• Give timely feedback to students on their work and provide accountability structures.</li> <li>• Regularly communicate expectations to students and families.</li> </ul>
<b>Support Collaborators</b> (Evan, Rich, Daniel, Nathan, Gever, Mac, Justine)	<ul style="list-style-type: none"> <li>• Sub for sick collaborators. <ul style="list-style-type: none"> <li>◦ Hive Sub- Nathan</li> <li>◦ Azure &amp; Tangerine Subs- Daniel &amp; Mac</li> <li>◦ Jade, Amethyst &amp; Indigo- Evan, Rich &amp; Mac</li> <li>◦ Magenta- Evan, Rich, Aaron, Gever &amp; Justine</li> </ul> </li> <li>• Support the collaborators with relevant mini-lessons, how-to videos and materials they may need to deliver awesome learning.</li> </ul>
<b>Aftercare Collaborators</b> (Grace, Ruby)	<ul style="list-style-type: none"> <li>• Support the collaborators with relevant mini-lessons, how-to videos and materials they may need to deliver awesome learning.</li> </ul>
<b>Tech &amp; Troubleshooting Support</b> (Loren, Libby)	<ul style="list-style-type: none"> <li>• Help collaborators and students troubleshoot technical issues that come up.</li> <li>• Manage the distribution of hotspots, chromebooks and chargers to kids who need them.</li> </ul>



## Digital Teaching Tools

Check out this [website](#) for more tools

Learning Management Systems			
Platform	Audience	Description	Tutorial Links
Google Classroom	Tangerine - Magenta	This will be where most assignments will be posted and tracked.	<a href="#">Help Center</a>
Sites / Gmail	Little Gems - Azure	Collaborators will email or post on their websites the provocations and explorations.	
Seesaw	Lower Elementary	This could be a great way to both give families assignments and have them share the evidence of their work.	<a href="#">Seesaw Help Center</a>
Collaborative Work Platforms & Digital Teaching Tools			
Platform	Audience	Description	Tutorial Links
Google Suite	All Students and Collaborators	Sheets, Docs, Slides & Sites a collaborative place for Students to work.	You've got this!
Newsela	Students in all bands	Leveled reading Assignments.	<a href="#">Website Help Center</a>
ad fontes media	Students Amethyst, Indigo & Magenta	Assign students articles from across the media landscape to rate for bias and build our own BWX media bias chart.	<a href="#">Media Bias Chart for educators</a>
Khan Academy	Students Tangerine and up	Self paced math practice with tutorial videos along the way.	<a href="#">Khan Academy Help Center</a>
Desmos	Students Upper Middle/ HS	What started as a graphing calculator has become an interactive landscape for playing with functions and seeing them come to life on graphs.	<a href="#">Website</a>
DIY	Little Gems - Jade	A huge library of hands on projects, how-to videos and a community of kids posting.	<a href="#">Website</a>
Ed Puzzle	Collaborators of all bands	Lets you use videos from a variety of platforms and embed questions within the video. It is sort of in the vein of pressing pause in the video and	<a href="#">Website Help Center</a>



		asking the students questions. The process is simple - find a video, add questions and assign it to your band.	
<b>Loom</b>	Collaborators of all bands	Lets you make screencast videos to explain what is going on, on your screen. Great for helping students troubleshoot and use new technology that you might be introducing, or explain the schedule for the day/week.	<a href="#">Website</a>

## Platforms for Sharing/Showcasing Student Work

Platform	Audience	Description	Tutorial Links
<b>Instagram</b>	Families	Collaborators will continue to share photos/videos from students in their feeds	
<b>Padlet</b>	Students, Collabs	A way for Collabs and students to curate and showcase internet links and student work. Integrates with google classroom and drive.	<a href="#">Website Help</a>
<b>Flipgrid</b>	Students, Collabs and Families	A collaborative way to make and share short videos with a closed group of students. Could be a great way to share your work at the end of a mini-project or assignment.	<a href="#">Website Educators guide</a>
<b>Google Sites</b>	Students, Collabs and Families	Having a band site that is updated with student work could be a great way to showcase what you are up to!	<b>I think you've got this.</b>

# Distance Learning Time Frames and Goals

## Lower School

### Garnet, Topaz & Azure Goals:

- The primary mode of communication for these bands will be email and Google Sites (Garnet and Topaz Bands).
- We aim to balance time spent off and on screens. We will do this by designing engagements that get the kids moving and thinking, then sharing on digital platforms.
- Collaborators will provide engagements and activities with instructions for parental support.
- We understand that students in these groups will likely need more support than older students, so we will do our best to balance self-directed and family-guided engagements.

~ Time Per Day 1-2h	Type of Engagement
20-30 min	Band Check-ins: morning meeting and closing circle
20-30 min	Mathing: games, practice, project integration
20-30 min	Reader's and Writer's Workshop: guided tasks
30-45 min	Project/ Exploration
30 min	Exercise & Movement
Optional Avenues of Engagement	Provided Resources for Self/Family Directed Engagements such as: Collaborator provided engagements, reading, board games, DIY, etc.

## Middle School

### Tangerine, Jade, Amethyst & Indigo Goals:

- Distance learning for our early adolescent learners will focus on having a balanced, holistic learning experience. Students will have both off- and on-screen learning activities.
- Learning experiences are designed to be completed independently or in collaboration with other students. Support your kids but please don't do their work for them.
- Resources will vary but will include links to videos, graphic organizers or independent research material via [Newsela](#). You will be able to find all those resources and other materials in Google Classroom.
- Students are encouraged to be proactive in reaching out to collaborators when they have questions or assignments are unclear.





~ Time Per Day 3-4h	Type of Engagement
30-45 min	Math
60-75 min	ELA: Reading, Writing, and Listening
60-90 min	Song Arc Project/ Exploration
30 min	Exercise & Movement
30 min	Academic Choice Time ( <i>Jade, Amethyst, &amp; Indigo Only</i> )

## Upper School

### Magenta Goals:

- Distance learning for our teenage learners will focus on having a balanced, holistic learning experience. Students will have both off- and on-screen learning activities designed to engage the high school learner.
- Learning experiences are designed to be completed independently or in collaboration with other students.
- Resources will vary but will include links to videos, graphic organizers or independent research material. You will be able to find all those resources and other materials in Google Classroom.
- Students are encouraged to be proactive in reaching out to collaborators when they have questions or assignments are unclear.

~ Time Per Day 4-5h	Type of Engagement
45-60 min	Math Mindsets
60-90 min	BIRD & Genetics
45-60 min	Literature: <i>Songbook</i> (Hornby) & Music Reviews (Var.)
45 min	Writing: Personal Narrative & Reviews
45-60 min	Music History
60 min	IDT - Song Arc Expression
30 min	Exercise & Movement - Max's Daily Challenge?

# Possible Closure Timeline

## Phase 1: First Days

### Goals

- Leadership assesses length of closure
- Staff prepares for and launches Distance Learning
- Collaborators and students test and create new systems together
- Leadership evaluates if we need to stay closed and communicates with families

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Closure Begins</b> - Staff meets in person to prep for DL launch +Troubleshooting online skills +Developing DL curriculum	<b>Community Wide Logistics communication about status of closure and DL</b> -Staff develops asynchronous lessons for the first three days	<b>Distance Learning Begins</b> Collaborators send out asynchronous plans for 3 days and test zoom with students	While students work, Collaborators develop full DL schedule for phase 2	<b>Leadership hosts an all community Webinar sharing status of closure</b>

## Phase 2: Second 5 Days

### Goal

- Get the community feeling connected and establish a daily routine.
- Focus on supporting collaborators as they figure out new tools and creating engaging tasks.
- Leadership evaluates if we need to stay closed and communicates with families.

Day 6	Day 7	Day 8	Day 9	Day 10
Collaborators share a roadmap with a schedule for the week and daily synchronous check ins	-Daily communication from Collabs	-Daily communication from Collabs  <b>All-community Communication about progress from Leadership</b>	-Daily communication from Collabs	<b>Leadership hosts an all-community Webinar sharing status of closure</b>

## Phase 3: Beyond 10 Days

### Goal

- Beyond 10 school days, BWX gets in an “online school” mode and introduces structures for feedback, calendars and timelines that are best suited for online learning.

Day 11	Day 12	Day 13	Day 14	Day 15
Collaborators share a roadmap with a schedule for the week and daily synchronous check ins	<b>All-community Communication about progress from Leadership</b> -Daily communication from Collabs	-Daily communication from Collabs	-Daily communication from Collabs	<b>Leadership hosts a all community Webinar sharing about status of closure</b>