



COUNTRYSIDE **DAY SCHOOL**

Remote Learning Plan

August 21, 2020

Countryside Day School's Mission:

The mission of Countryside Day School is to provide an education that assists students in developing the qualities of Respect, Responsibility, and Resourcefulness so they become great students and exceptional adults.

Toddler Remote Learning Program

A Note from your Toddler Team:

We acknowledge that Remote Learning with a toddler is uniquely challenging. Oftentimes, the tools and strategies being implemented for Remote Learning are not always best suited for early childhood students, especially toddlers who rely on adult intervention. While we preach how independent your child can be, and already is, Remote Learning does not exist for your toddler without you. We say that not to discourage you, but to reassure you that the situation we are in together.

That said, after careful consideration, while we will continue to use Zoom and Google classroom, we have made some adjustments to our Remote Learning Program. In the spring, we created content to support an overall theme or interest each day. While this made sense to us at the time of conception, and it did work for our communities, after observing and reflecting, we have reminded ourselves it isn't our job to assign work each day, as it never has been in our classrooms. As Maria Montessori said: "...the teacher's task is first to nourish and assist, to watch, encourage, guide, induce, rather than to interfere, prescribe or restrict."

Therefore, we structured our Remote Learning Program around empowering your child and you. We will no longer be posting daily content on our Google classroom dashboard, as we were in the spring. Rather, we encourage you to follow your child's interests, as we would in the classroom, and to do what is best for you at home. We understand this can and will change from day to day, even hour to hour. It seemed unfair and unrealistic for us to present a lesson and activities each day, in hopes that we engage your child. We will now have folders in our Google Classroom for all our content. Our intention in doing it this way is that you will collaborate with your child, taking into account his/her interests, as well as taking into consideration your day, and work together to make appropriate work choices for the day. There will be folders for Books, Songs/Poems, Language, Practical Life, and Activities/Crafts. Mrs. Pool, our Physical Education Teacher, and Mr. Francavilla, our Music Director, will also be posting content to a folder in our Google Classroom.

We believe that Live Zoom meetings remain a crucial element in maintaining familiarity and routine for your child in these uncertain times, as well as keeping a connection between us despite our distance. We will meet twice daily via Zoom for a morning greeting and later on for story time, as we did in the spring (*please note the times are different from what we did in the spring). We will also use Zoom every other Friday to connect with a child/family one-on-one. We will send out an email the week of and will ask for an RSVP by that Wednesday, indicating what time(s) might work for you, if you are interested in connecting one-on-one that Friday. The toddler team will meet at the end of each month to discuss any overlapping topics of interest amongst families. If there are, we will offer a brief evening parent education event on Zoom.

It is important to us that the children's activity during this time be gratifying, thoughtful, challenging, and that they build upon children's natural curiosities. That said, while we will continue to provide daily content, it is important that you are doing things with your child that are of interest to him/her. If we provide a video on dishwashing, and your child is just not engaged but would rather water the plants in your home...GREAT! Do that! If the next day, your child is still interested in the plants in your home, continue to allow your child to follow his/her interest. Maybe next time, after watering, invite your child to dust the plants, or go outside to gather flowers and plants to create a flower arrangement. We are currently working on streamlining our many hours of video content to help you better navigate lessons and to use it at a time that best suits your schedules.

If we are forced to shift to Distance Learning once again, please remember that your children are in the most significant environment they could be...your home. You are their Primary Teachers every single day. So, please do not try to recreate the classroom. Your home has everything a child this age needs. Remember that they are perfectly capable of independent work and play - even as a toddler. At school, after we give an initial presentation, your child must repeat the work on his/her own, getting help if needed, but working with it independently. That said, do not feel the need to "fill the time." The best thing you can do to help maintain continuity in your child's schedule right now is to allow them to occupy themselves.

Toddler Remote Learning Program

Toddler Distance Learning Daily Schedule

Zoom 8:00 – 8:30 A.M.

Both toddler communities. Greet each child, date, weather, give each child a chance to share.

Zoom 11:00 A.M.

Story time and goodbyes. Give each child a chance to share.

How our Toddler Distance Learning Model will work best for your child:

Zoom

We believe that both Live Zoom meetings remain a crucial element in maintaining familiarity and routine for your child in these continued uncertain times, as well as keeping a connection between us despite our distance.

- * Two daily zoom meetings

1. Morning greeting
2. Story time

- * Every other Friday: In addition to our usual two live zooms for morning meeting and story time, sometime in the afternoon (or end of day) time slots dedicated to meeting/connecting with families or children...brief, 10-15 minutes. We will send out an email the week of, and will ask for an RSVP by that Wednesday, indicating what time(s) might work for you, if you are interested in connecting one-on-one that Friday.

As mentioned, the toddler team will meet at the end of each month to discuss any overlapping topics of interest amongst families. If there are, we will offer a brief evening parent education event on Zoom one evening.

Google Classroom

- * Music: You can find a library of music videos in our Google classroom folder.
- * Gym/movement: You can find a library of movement videos and activities in our Google classroom folder.
- * Books: You can find a library of our book recordings in our Google classroom folder.
- * Songs/poems: You will find a library of songs and poems in our Google classroom folder.
- * Language: You will find a library of our language lesson videos in our Google classroom folder.
- * Activities/crafts: You will find a library of activities and crafts in our Google classroom folder.
- * Practical life: You will find a library of our practical life lesson videos in our Google classroom folder.

Toddler Remote Learning Program

In doing practical life activities with your child, your child can develop a high level of concentration, develop a sense of order, take pride in completing a job, increase independence, develop respect for his or her community and surroundings, and improve fine/gross motor skills.

Generally, the activities of practical life revolve around four areas:

- * Caring for the Self
- * Caring for the Environment
- * Grace & Courtesy
- * Movement of Objects

Food preparation with your toddler is an activity which encompasses all four areas and is a very important part of practical life. Children love to work with food! Additionally, the more involved your child is, the more willing your child will be to participate in the meal...a great opportunity to introduce new foods and vocabulary!

Why is it important for my child to do something like washing the table at such a young age?

For a toddler, washing a table has an immediate purpose because the child is learning to clean up after him/herself—but there's also an indirect purpose because the child learns to wash, from left to right, and then top to bottom. The activity of washing a table provides an often overlooked opportunity to exercise fine and gross motor control.

Math, reading, and language all require one to have the ability to focus, to be able to follow logical and sequential steps, to make intelligent choices, to see a task through from start to finish, and to persist when one makes a mistake and to correct one's mistakes—all of these are present in the process of learning and practicing the practical life activities.

Your toddler is innately absorbing all that is around him/her. It is important to remember that you are a role model for your child in all that you do...the way you talk, the manner of which you move around your home, your work, how you care for yourself and the environment, and so on! You are, and always have been, your child's first and foremost teacher. While that may sound daunting to you, know that your child is just happy to be with you, to be involved, and to be contributing. When applicable, simply invite your child to be with you, even if just simply to observe. When it is time to do the dishes, invite your child to load the dishwasher, rinse the plates, or dry the dishes...whatever is going to work best for you and your child. When it is time to get dinner ready, invite your child to set the silverware, wash the lettuce for a salad, slice vegetables, or even just squeeze the lemon to dress your salad. When you are vacuuming your home, give your child a rag and invite them to dust, and be part of your cleaning process.

Toddler Remote Learning Program

Here are additional examples of what this can look like at home:

Care of Self

- Getting into ones chair/booster/highchair (at table whenever possible)
- Using a napkin
- Getting own underpants
- Hanging coat (low hooks)
- Washing face
- Brushing teeth
- Brushing and/or combing hair
- Using the toilet, climbing on and off
- Scrubbing themselves in the bath
- Hanging a wet towel after a bath
- Wiping/cleaning the sink and counter
- Wiping/cleaning the floor
- Placing dirty items in laundry basket
- Wiping nose
- Choosing clothes
- Participating in dressing/undressing, name body parts
- Straightening room
- Putting clean laundry away
- Getting dry/clean clothes
- Making their bed
- Getting their own drink when thirsty
- Zipping/unzipping coat (or any closure on clothing/shoes)

Care of Environment: Indoor

- Gathering dirty laundry
- Sorting and fold laundry
- Moving a laundry from room to room
- Putting sheets on the bed
- Loading dishwasher
- Emptying dishwasher
- Baking (You measure-they pour and mix)
- Food Preparation – Grape plucking, Vegetable washing/snapping , Fruit cutting, Hard boiled egg peeling, Cheese cutting, Clementine peeling, Apple slicing (cut into thin sections), Cucumber peeling and slicing, etc.
- Carrying items to table in a basket
- Table setting/cleaning
- Sweeping with child sized broom or hand brush and dustpan
- Wiping the table
- Passing and Serving food
- Using utensils
- Drinking from glass
- Pouring drink from small creamer pitcher into glass at table
- Spreading butter, jam, cream cheese, etc.
- Cleaning up spills
- Arranging flowers for centerpiece
- Watering and clean plants (small watering can, dish and small sponge)
- Carrying large or heavy things
- Choosing fruit and/or vegetables at grocery store
- Choosing book from library with limited choices
- Feeding pet with pre-measured amount of food (small scoop or bowl)
- Vacuuming/dusting/mopping

Toddler Remote Learning Program

Here are additional examples of what this can look like at home:

Care of Environment: Outdoor

- Washing car, dry car (washcloth or brush with bucket)
- Scrubbing car tires (hand brush, small bowl, soap and water)
- Bringing newspaper inside from driveway/front porch (with adult)
- Filling bird feeder (container / small scoop)
- Sweeping garage / Patio / Walkway / Stoop (small push broom)
- Repotting plants
- Taking out garbage/empty garbage cans in house
- Recycling (bin or paper bag)
- Carrying groceries (child-sized bag)
- Shoveling snow (small child-sized shovel)
- Raking leaves (small child-sized rake)
- Digging in garden and plant bulbs/annuals (child-sized gloves and tools)
- Washing windows (small spray bottle, squeegee)

Grace and Courtesy

- Covering cough/sneeze/yawn with inside of elbow
- Saying “please,” “thank you,” “excuse me,” “no thank you”
- Putting work/materials away when finished
- Tucking in chair
- Appropriate way of using a napkin

Movement of Objects/Manipulatives

- Opening and closing containers
- Art
- Puzzles
- Sorting of similar or identical objects
- Manipulating clay/play dough
- Sewing

Accountability

If we transition to Distance Learning, it will be important to hold your toddler accountable for completing work. For example, if your child has just finished watering the plants, but has left a trail of water around the house, it is important to bring the spills to his/her attention and allow him/her the opportunity to finish the work; if you are going outside, allow your child the time to secure his/her coat...to struggle and then persevere. While you want to avoid your child becoming so upset and discouraged that he/she is no longer engaged, it is important to allow some time before offering any kind of assistance. We are also going to ask that you frequently share any pictures, videos, and testimonials of your child's work and progress at home. We would love to hear from you!

Thank you for your continued understanding, support and partnership!

Your partners,
The Toddler Team

Pre-K/K Remote Learning Program

A Note from your Pre-K/K Team:

We fully recognize that remote learning presents a particular challenge to early childhood students. Strategies that work for older students do not always translate to young children who rely on adult facilitation and are often unable to stay attentive for long periods. In addition, many early childhood learning activities require one-on-one facilitation or small-group interaction, which can be difficult to deliver in a distance learning environment. This is exactly why we have decided to further enrich our early childhood distance learning efforts to prepare for another shift to Distance Learning if necessary.

The Pre-K/K team is proud of the Distance Learning model that we were able to develop last spring. Though we would always prefer the classroom to the computer, we are confident that each child was offered the same quality education online as they would receive in person. That said, if we transition to Distance Learning during the 2020/21 school year, expectations and requirements of students will increase to ensure that each child is progressing through the Pre-K/K curriculum. When embarking on a time of learning from home, our goal has always been to design a Montessori-based scaffold that will serve your children well while also supporting you the best we can. It is important to us that the children's activity during this time be gratifying, thoughtful, challenging, all while building upon children's natural curiosities. We will continue to strive to replicate presentations given in our classrooms and to work in collaboration with you to keep a love of learning alive. We know that this passion for knowledge is what makes our community so unique. Therefore, our enhanced Distance Learning schedule is dedicated to providing families with support and activities that match the developmental needs and characteristics of each child.

Pre-K/K Remote Learning Program

How our Pre-K/K Distance Learning Model will work best for your child:

We believe that both Live Zoom meetings and Video Presentations remain crucial elements in maintaining familiarity and routine for your children. This platform will keep a connection between us despite our distance. Therefore, we will be sharing content through Zoom, Google Classroom, Epic, and a Pre-K/K Distance Learning Resource Library.

Based on your feedback, we have added small group presentations to our repertoire. This will be implemented daily to encourage even more engagement from your children. Finally, we are currently working on streamlining our many hours of video content to better help you find what you need.

If we shift to Distance Learning once again, please remember that your children are in the most significant environment they could be, your home. Your home has everything a child this age needs. Your children are perfectly capable of independent work and play. Accountability should be kept between student and teacher as much as possible. In the Pre-K/K classrooms, students do not develop their time management and executive functioning skills if a teacher constantly hovers over them, so we certainly do not expect this constant level of parental involvement when working from home. A certain level of freedom to experiment, to explore, and even to make mistakes is necessary for development of independence and intrinsic motivation. Younger children may require a little more encouragement, engagement, and supervision from parents, but as they reach the end of their time in the 3-6 class, they are capable of more independence and self-regulation. Our daily class check-ins and small group lessons will bolster accountability and provide insights to the class teacher. Just as is true in our classroom, if additional measures are needed to increase accountability, they will be implemented. We are fortunate to operate within a system that honors individual needs and allows for as much freedom or as much support as each child needs. The best thing you can do to help maintain continuity in your child's schedule is to allow him/her to occupy themselves. You can count on your Pre-K/K teachers to provide a robust Distance Learning experience that is comparable to In-Person Learning.

Here are the components of our enhanced Distance Learning program for Pre-K/K children:

- A Parent Education Zoom meeting will be scheduled shortly after an announcement is made regarding Distance Learning. The meeting will be instructional and help parents to better navigate and utilize all aspects of the new distance learning program.
- Teachers will provide video presentations, lesson times, and any special events using Google Classroom and Zoom.
- Teachers will provide a vast library of video presentations organized by subject. Each teacher will use this library to assign work to the children and continue to utilize them in the small groups on Zoom for follow-up work.
- Students will participate in whole class meetings, daily scheduled small group work, and occasional individual scheduled meetings with their teachers online.
- Teachers will assign weekly reading through Epic! and track their progress as well as books read.
- Teachers will provide opportunities for students to have social connection and interaction with classmates during Zoom meetings.
- Teachers will provide PDF materials/assignments based on age and skill level to sustain learning at home and also to be used in small group meetings.
- Teachers will offer scheduled, weekly office hours for parents, as needed, to share feedback, provide support, offer suggestions, and address any concerns.
- Teachers will continue to meet with parents via Zoom twice per year for scheduled conferences.

Pre-K/K Remote Learning Program

Technology

- Google Classroom: A Google Classroom will be created by each Pre-K/K teacher. Each teacher will build and manage their own Google Classroom.
- Zoom: Live video will be utilized as appropriate for connection with the teacher and classmates.
- Epic: Teachers will access and assign books to be read at home or Read-to-Me books for children who are not yet reading independently.
- Pre-K/K Distance Learning Resource Library: An online library has been created and the site will serve as an information hub for distance learning.

Zoom Etiquette

Now that we can all call ourselves Zoom experts, we should lay out a few ground rules to create an optimal online learning experience for your young child.

Create a Zoom Space:

There is comfort in consistency and just as we need a workspace at home to stay attentive, so do our children. Create a space that is outfitted with a table and chair. To avoid distraction, find a quiet spot in the house. It will be easier for classmates to hear your child and for him to be heard.

Avoid the Virtual Background:

Zoom has a plethora of fun backgrounds, but it's best to prohibit your child from using them while in class. It makes it very difficult for your child to be seen as causing a distraction for others. If possible, find a spot in your house that has a simple background and good lighting.

Teach your child When and How to Mute:

The mute button is our friend in Zoom. When your device picks up any sound, zoom grabs your screen and puts you front and center. That's great if you are answering a question or adding a comment. However, it's not so great if your brother or sister is playing loudly in the next room. Turn on mute and keep it on until it is your time to speak.

Be Respectful:

During Zoom meetings with classmates and teachers, teach your child to act as respectfully as they would while in class. Eating while in a lesson, talking with a family member, or laying in bed is not respectful behavior and certainly won't help your child to get the most from a presentation. Distance Learning will be in effect if the State of Illinois moves back into Phase III or if a cohort of the school needs to be quarantined due to a positive case of COVID-19. The schedules that have been developed for Pre-K/K have been created to allow for seamless transition in and out of Distance Learning if circumstances require. The Pre-K/K team have spent the summer months engaging in professional development to enhance their skills and provide exceptional learning opportunities for students who need to participate in school remotely.

Thank you for your partnership and your resilience during this uncertain time.

Sincerely,
The Pre-K/K Team

Pre-K/K Remote Learning Program

Pre-K/K Distance Learning Schedule Overview

Every Sunday, 15-20 books assigned from Epic! Library

Every Sunday through Wednesday

- 3 Classroom video presentations
- 1-2 PDF assignments to be completed and submitted through an online platform

Monday, Wednesday, Friday

- 1 Spanish video

Tuesday, Thursday

- 1 Physical Education video
- 1 Music video

Every Friday

- 3 Regularly scheduled All-Class Zooms (8:30am & 12:30pm)
- Individual Student Zoom with classroom teacher throughout the day with classroom teacher - Schedule TBA

Pre-K/K Distance Learning Daily Schedule

8:30am - 9:00am - Live All-Class Zoom/Morning Meeting

- Greeting, date, weather, daily poem, and weekly Grace & Courtesy presentation (practiced all week)

9:00am - 9:45am - Live Spanish and/or PE every other day - 10 minutes each

Spanish: Live lessons on Tuesday and Thursday

9:05-9:15 - Group 1 (3 and 4 year olds, all Pre-K/K classes)

9:20-9:30 - Group 2 (5 and 6 year olds, all Pre-K/K classes)

PE: Live lessons on Monday, Wednesday, and Friday

9:05-9:15 - Group 1 (TBA)

9:20-9:30 - Group 2 (TBA)

9:35-9:45 - Group 3 (TBA)

9:45am - 10:15am - Group 1 (TBA)

10:30am - 11:00am - Group 2 (TBA)

11:30am -12:00pm - Group 3 (TBA)

12:30pm - 1:00pm - Live All - Class Zoom/Story Time

1:30pm - 2:00pm - Group 4 (TBA)

2:30pm - 3:00pm - Group 5 (TBA)

3:15 - Live Zoom/Afternoon Goodbye - Daily Check-in

Every child has an opportunity to join his/her small group once daily, duration varies from 20-30 minutes based on work and participation

This schedule is subject to change

Pre-K/K Remote Learning Program

Pre-K/K Blended/Hybrid Daily Schedule

Every Sunday, 15-20 books assigned from Epic! Library

Every Sunday through Wednesday

- 1 classroom video presentation
- 1-2 PDF assignments to be completed and submitted through an online platform

8:45am - Live All-Class Zoom/Morning Meeting

- Greeting, date, weather, daily poem, and weekly Grace & Courtesy presentation (practiced all week)

10:30am - Group 1

Spanish - Daily Live Zoom while “in class” - format follows lessons given in class (10-15min)

PE - Daily Live Zoom while “in class” - format follows lessons given in class (10-15min)

12:30pm - Live Zoom/Story Time

1:30pm - Group 2

Every Friday - Regularly scheduled All-Class Zooms (8:30am & 12:30) and Individual Hybrid Zooms with classroom teacher - Schedule TBA

This schedule is subject to change

Elementary Remote Learning Program

Elementary Distance Learning Plan

This plan is subject to change

Based on our experience with distance learning last spring, the elementary teachers have created a daily schedule that not only tries to instill a sense of normalcy through distance learning, but also allows the children to plan and structure their day. Meetings and online lessons will be conducted through Zoom and follow-up/related work will be completed via Seesaw and Aleks.

Daily Schedule (Lower Elementary)

The daily schedule can be found below. Please note that the Monday-Thursday schedule differs from Friday's schedule. Also note that breakfast and lunch will be scheduled by the child and caretaker at a convenient time during the day. Snacks/Meals will not be eaten during lessons or book groups.

Monday-Thursday Schedule

9:00 Class Meeting: All lower elementary students in attendance

9:30-10:00 1st grade lesson (Spanish live on Monday)

10:05-10:25 Live Gym daily (all lower el.)

10:30 3rd Grade Lesson (Spanish live on Tuesday)

11:00 2nd Grade Lesson (Spanish live on Wednesday)

11:30 3rd Grade Book Group

12:00-1:00 Lunch and 30 minutes of silent reading

1:00 1st Grade Follow Up

1:30 2nd Grade Book Group

2:00 Q and A session with teacher, review of concepts (optional)
(Spanish live on Wednesday)

2:30 End of the day recap, go over plans for the next day, social time

Elementary Remote Learning Program

GYM: 20 minutes

Physical Education will take place live on Zoom daily from 10:05-10:25. All lower elementary students shall attend.

SPANISH

Lower elementary Spanish Live Zoom lessons will be on Monday, Tuesday, and Wednesday. All lower elementary students shall attend.

Live Spanish: 10-15 minutes

Monday 9:30 (1st)

Tuesday 10:30 (2nd)

Wednesday 11:00 (3rd)

MUSIC

Videos on music appreciation and instrument demonstration will be posted on Tuesdays and Thursdays.

Friday Schedule

9:00 Morning Class Check-In for all lower elementary students

10:05-10:25 Live gym

9:00am-3:00pm Individual Weekly Meetings

Each student will have a regular time for a 1-on-1 meeting with Mr. Doyle or Mrs. Anderson via Zoom Friday morning or afternoon. The teacher will meet with students in 15 minute increments to:

- Review work completed
- Discuss successes and challenges of the previous week
- Address any questions or concerns

Elementary Remote Learning Program

Daily Schedule (Upper Elementary)

The daily schedule can be found below. Please note Friday's schedule is different.

Monday - Thursday

9:00 Morning Meeting (All upper elementary students)

9:15 - 9:30 4th Grade Lesson

9:45 - 10:00 5th Grade Lesson

10:15 - 10:30 6th Grade Lesson

10:35 - 10:50 Live Spanish (M/W/TH)

11:00 - 11:20 Live Gym Daily

12:00 - 1:00 Students should make and eat lunch, followed by 30 minutes of reading time.

1:00 - 1:20 4th Grade Book Group

1:25 - 1:45 5th Grade Book Group

1:50 - 2:10 6th Grade Book Group

2:15 - 2:30 End of the Day Social/Work Time (breakout rooms for each grade)

Friday

9:00 am: Morning Class Check-In for all upper elementary students

11:00 - 11:20 Live Gym

9:30am-3:00pm Individual Weekly Meetings

Each student will have a regular time for a 1-on-1 meeting with Mrs. Wesenberg via Zoom

Friday morning or afternoon. The teacher will meet with students in

15 minute increments to:

- Review work completed
- Discuss successes and challenges of the previous week
- Address any questions or concerns

SPANISH

Upper elementary Spanish Live Zoom lessons will be on Monday, Wednesday, and Thursday. All upper elementary students shall attend.

Live lessons 10-15 minutes

Monday 10:35-10:50

Wednesday 10:35-10:50

Thursday 10:35-10:50

MUSIC

Videos on music appreciation and instrument demonstration will be posted on Tuesdays and Thursdays.

Elementary Remote Learning Program

Accountability

Getting through the last two months of the 2019-20 school year proved to be quite the challenge—a challenge unique to each student and family, and a challenge that required the elementary teachers to have unique expectations for each student. All in all, the elementary teachers felt, given the circumstances, the spring of 2020 went as well as could be expected. They are eager to start the 2020-21 school year. This fall, while many aspects of the distance learning experience will be the same, the elementary teachers will be placing a greater emphasis on accountability and participation. Through Seesaw, group lessons, and, for lower elementary, Friday meetings, the elementary teachers will be making sure students are completing and, more importantly, understanding their day-to-day lessons and follow up. We will also be expecting our students to come to lessons ready to participate and with questions. As was the case last spring, we are not expecting parents to be the primary resource for questions, concerns, and work review. Just as is true in our classroom, if additional measures are needed to increase accountability, they will be implemented. We are fortunate to operate within a system that honors individual needs, and allows for as much freedom or as much support as each child needs.

Parent Communication

Teachers will continue to meet with parents via Zoom twice per year for scheduled conferences. Parents will also be notified, via email, when their student has missed live lessons, Friday conferences, or has incomplete work via Seesaw or Google Classroom. Parents can reach out to teachers on an as-needed basis through email, phone, or Zoom conference.

Zoom

Zoom will be used for all video conferencing including:

- all class meetings
- small group virtual lessons
- Teacher “office hours”
- individual weekly meetings
- Using digital Montessori Math materials in Zoom lessons, so the students can see how to manipulate the material and use it for follow up

Seesaw

Seesaw is a means for students to share their work with the Teacher. It allows the Teacher to:

- check problems
- edit written work
- offer general feedback
- post any notes or necessary materials/resources for students to aid in the required follow up

Google Classroom

- Links for all live Zoom lessons and meetings will be posted in Google classroom.
- Some follow up work may also be assigned in google classroom
- Lessons on Zoom will be recorded and posted in Google Classroom for students to review.
- Any notes or necessary materials/resources for students to bring to a group lesson

Epic!

- All students will have an account and can access books for research writing or silent reading.

Aleks

- Upper elementary students will be assigned Aleks math work for follow up.

Elementary Remote Learning Program

Physical Resources

In addition to the online resources provided by the school, we will also be providing each child with materials to ease the process of transferring work between home and school as children transition between our building and home. This will include, but is not limited to:

- a work journal
- folder to hold finished work and work-in-progress
- Math journal
- Writing journal
- Book group books
- Supply pouches that were being used in the classroom

Community

The elementary team has always taken great pride in the elementary community we have established and fostered. Whether it's physically at school, or via distance learning at home, we want our elementary community to continue to stay strong and thrive. Our students will continue to reach out virtually to explore the many fine museums, galleries, and other institutions of education that our local community has to offer. We will also look for opportunities to hold social events virtually, so that families can spend time with each other and further strengthen the relationships that make the CDS elementary community so successful.

Elementary Remote Learning Program

Blended/Hybrid Elementary Distance Learning

The plan for both upper and lower elementary students who are at home for covid-related situations and can't be in school will follow the same distance learning schedule for lessons and accountability. The lessons remain by grade at the above times. The child/children at home log on via Zoom for the morning meeting and lesson times. Links will be posted in Google Classroom.

Daily Schedule

See above Distance Learning plan. Students will follow the same daily schedule virtually. Lessons and book groups are given by grade, and the student logging on virtually will be sent the link for each lesson and book group.

Spanish, Gym, and Music will be live, and the times will be different than the Distance Learning schedule. See times below:

12:15-12:50 Lower EI Lunch

11:45- 12:15 Upper EI Lunch

12:20-12:50 Upper EI Gym live

1:25-1:55: Lower EI Gym live

10:00-10:20 Lower EI Music live (Mondays and Wednesdays)

11:00-11:20 Upper EI Music live (Mondays and Wednesdays)

11:05 - 12:15 Lower EI Spanish live

1:30 - 3:00 Upper EI Spanish live

Accountability:

- See above Distance Learning plan. The children who are not in school will be expected to participate in lessons virtually the same way they would in class.

Parent Communication:

- See above Distance Learning Plan

Zoom

- Zoom will be used for all video conferencing, lessons, class meetings.

Individual Weekly Meetings

- The student will meet independently with the Teacher for a meeting on Friday at the scheduled time to go over the work stated above for Friday individual meetings. The meeting will be virtual via Zoom.

Seesaw/Google Classroom

- Depending on the lesson, some follow up work may be assigned through Seesaw or posted in Google Classroom.
- Other follow up work will be done in the provided journals (see Physical Resources) and checked by teachers when on live.

Physical Resources

- See Distance Learning plan. It will be the same as above with journals.
- Some virtual materials and recorded lessons will also be provided with links on google classroom.
- Paper materials will also be emailed to parents and posted in Google Classroom to print.

Middle School Remote Learning Program

Middle School Distance Learning Plan

Overview

There are five main goals of the Middle School Distance Learning Program:

- Creating and sustaining community
- Orienting adolescents to current/relevant cultural events and movements
- Engaging students
- Maintaining a high level of academic rigor
- Creating structure in our students' days

These goals will be achieved through community meetings, Zoom breakout sessions, group and individual work assignments, seminars, and a synchronous daily schedule.

Our goal is to have students function as independently as possible without need for parent assistance or oversight. That being said, we welcome parent inquiry/contact at any time that information is desired or needed.

For the distance learning, which will be held via Zoom conference, the class periods will be 60 minute periods with at least 15 minutes between classes. Our schedule balances in-class/on-computer time with the necessary breaks we know students need. During distance learning the students will have a 15-20 minute personal check in with a teacher each week. For class work, that may not translate over well to the distance learning model of our program, we will work individually with each student to create an independent study project to compensate for what may be missed during the time we are unable to be together.

Record keeping/Work submission/Student led conferences

Students will continue to use Google Classroom to keep track of, edit/correct and submit work. Students will be in contact with their teachers either through advisory time, email or Zoom conferencing. Grading for math, science, language arts, and history will be conducted in the same manner as during on campus learning. We will have two conferences (fall/spring) and the format will be determined by whether we are on campus or in distance learning mode.

Middle School Remote Learning Program

Daily Distance Learning Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:40	Community Meeting/ Office Hours	Community Meeting/ Office Hours	Community Meeting/ Office Hours	Community Meeting/ Office Hours	Community Meeting/ Office Hours
9:45-10:45	Math	Language Arts	Music	Language Arts	Spanish
11:00-12:00	Seminar Reading	Spanish (11:15)	History	Math	Zoom Study Hall
12:00-1:25	Exercise/ Lunch	Exercise/ Lunch	Exercise/ Lunch	Exercise/ Lunch	Exercise/ Lunch
1:30-2:30	History	Science	Art	Science	Seminar Discussion

Digital Platforms

All Middle School students are issued school Apple laptops that are theirs to use throughout the school year. Students are expected to follow a code of conduct that they read and sign at the beginning of the year. It is not possible for Countryside to monitor how students use their computers during their freetime. Parents should monitor computer use as they feel appropriate and necessary. It is a matter of honor that students follow the code of conduct.

Google Classroom: this is used to share Zoom links for classes, for sharing documents for class time and preparation for class time work, and for student submission of work.

Zoom: this is used for class meetings, for breakout groups, and students' collaborative work meetings for all subjects.

ALEKS: ALEKS is used primarily for follow up to math lessons given in Zoom classes. Tests can also be given on ALEKS.

No Red Ink: This is a digital grammar and syntax program used to help students improve writing mechanics.

CommonLit: This is an online library of fiction and non-fiction writing used to explore topics, learn about different genres of writing, and work on reading comprehension. It is also used for crafting short literary responses to texts.

Discovery Education: This is used for readings and research in the area of history.

Hybrid/Blended Distance Learning

If the health of a student or immediate family is medically documented and indicates that they are at high risk for covid complications, students can opt to participate in school using the Hybrid Distance Learning Model.

In this case, the student will attend, via Zoom, all classes happening at school. Students using this option will be expected to participate in class discussions, complete and hand in all assignments, and take all exams. Teachers will be available to meet with students weekly or more frequently if necessary.