



Friends
School
OF MINNESOTA

**DISTANCE LEARNING
HANDBOOK**

TABLE OF CONTENTS

[Distance Learning Definition](#)

[Distance Learning Approach](#)

[Distance Learning Platforms & Supplies](#)

[FSMN Contacts](#)

[What We Value](#)

[School, Student and Family Roles & Responsibilities](#)

- [Faculty/Staff](#)
- [Parents/Caregivers](#)
- [Students](#)

[Distance Learning Plans & Schedules](#)

- [Lower School](#)
- [Middle School](#)

DISTANCE LEARNING

On April 7, 2020, FSMN will transition from on-campus learning to off-campus distance learning (DL) for our students. FSMN will engage in synchronous (real-time) and asynchronous (learning/sharing outside the constraints of time and place) off-site learning. This type of learning involves faculty connecting with students and families using digital devices and platforms to continue learning if/when on campus, face-to-face meeting is not possible or when the school deems distance learning is necessary. At the heart of our Distance Learning Plan are the relationships between teachers and students, and students and students. FSMN is committed to implementing an authentic experience for our families during Distance Learning.

DISTANCE LEARNING APPROACH

- ❑ Teaching and learning will continue but it will look different and feel different: let go, make mistakes, have fun!
- ❑ Teaching will not be a collection of online links to consume. Students and families will continue to experience the personal touch of Friends School.
- ❑ Appropriate guidelines and expectations exist so that the distance learning school day does not place students in front of screens too much. Suggested daily schedules for on/off screen time by grade will help support parents and caregivers.
- ❑ Consistent, predictable methods of communicating with families is critical.
- ❑ Methods of assessing students and communicating student progress will include conferences, video chats, traditional assignments, and more.
- ❑ Using continuous revelation per our Quaker values, we will continuously assess and revise our program as we engage in DL together as partners in education.

DISTANCE LEARNING PLATFORMS & SUPPLIES

Platforms

Platforms used for Distance Learning will vary per grade level.

- ❑ Zoom ([how-to tutorial videos](#) available for new users)
- ❑ [Seesaw](#)
- ❑ [FACTS Family Portal](#)
- ❑ Flipgrid
- ❑ Google Suite: Docs, Sheets, Slides, Classroom, Meet, Hangouts
- ❑ Loom (a way to share videos from FSMN on occasion)

Students

- ❑ Grades K-2: Internet access, one family device for occasional access to internet, hands-on materials, and a space to play/exercise/practice mindfulness
- ❑ Grades 3-4: Internet access, laptop/chromebook (available from school if needed), and a space to play/exercise/practice mindfulness
- ❑ Grades 5-8: Internet access, laptop/chromebook (available from school if needed), a space to play/exercise/practice mindfulness, and subject area online textbooks (e.g. science, math, etc.)

Faculty

- ❑ Laptop, internet access, and a space to play/exercise/practice mindfulness

FSMN CONTACTS

- ❑ Head of School - [Rick Juliusson](#)
- ❑ Assistant Head of School - [Sara Wayne](#)
- ❑ Director of IT - [Paula Overby](#)
- ❑ Front Office, [Jessie Briol & Travis Bell](#)
- ❑ Business Manager, [Linda Coffin](#)
- ❑ Bookkeeper, [Michelle Moses](#)
- ❑ Admissions, [Shane Zack](#)
- ❑ Literacy Specialist, [Helen Gallagher](#)
- ❑ Learning Specialist, [Chris Schnieders](#)
- ❑ Seventh & Eighth Grade Counselor, [Gretchen Smith](#)
- ❑ Nurse, [Karen Evans](#)

FSMN Tech Help

FSMN is available for faculty, students, and caregivers who need tech support related to distance learning.

For problems using online learning platforms (Zoom, Seesaw, Google Classroom, etc.), please reach out to peers and/or google the answer first. There are online videos to solve many of these problems. If you need more assistance, contact your teacher and they will either help you or connect you to someone who can help.

For problems with equipment, please try the following steps before contacting FSMN:

1. Check to make sure that all necessary connections (USB, power, etc.) are plugged in properly.
2. Shut down, then power on the device that isn't working properly.

Students, parents/caregivers, and employees needing tech assistance should fill out the [FSMN Tech Help Request Form](#). We will respond to your request within 24 hours during the school week.

WHAT WE VALUE

- Connection/Contact/Community
- The ability to meet our students where they are and help them grow
- Families spending quality time together
- Limited screen time
- Maximum time exploring, creating, and relating
- Progressive education through authentic and project-based exploration of learning

SCHOOL, STUDENT AND FAMILY ROLES & RESPONSIBILITIES

Faculty/Staff

Leadership Team

- Create, distribute and continuously update the Distance Learning Handbook.
- Establish clear channels of communications between faculty, staff, families, and students.
- Support faculty and students/families shifting to a distance learning environment.
- Help teachers implement distance learning and ensure high-quality learning experience for all students.

Classroom Teachers

Prior to the start of distance learning

- Attend school preparedness meetings about the potential need for distance learning.
- Attend digital platform training (Zoom, Seesaw, Google Classroom, etc.), and set up a virtual classroom.
- Train students and families about Zoom/Seesaw/Google Classroom expectations. Training should include the following:
 - Overview and practice with any digital platform that might be used during distance learning.
 - Expectations for online behavior - including appropriate approaches to learning, participating in any breakout groups or online chats, etc.
 - Expectations for makeup work if students are ill and cannot participate.

- ❑ Encouragement to have a buddy (or two) in the class with whom they can connect in the event that they have tech/communication problems.
- Each Lower School homeroom teacher and each Middle School advisor will contact families (both parents and students) prior to the start of distance learning to check in.
- Collaborate with other members of your team to design distance learning experiences for your students.

Once distance learning has begun (this section applies to all Faculty)

- Communicate regularly with students and, as needed, with their families. Distance learning may require more frequent communication with students and families to clarify expectations, ease anxiety, and answer questions.
- Continue to collaborate with colleagues to enhance the quality of distance learning experiences.
- Establish a buddy teacher to assist and, in the case of illness, provide asynchronous learning for students.
- Run classes for the times designated in the distance learning schedule.
- Engage with students professionally and compassionately as if teaching in a physical classroom.
- Attend Meeting for Worship on Wednesday mornings.
- Hold “office hours” when appropriate.
- Teachers are expected to take daily student attendance and enter it into FACTS.

Learning Specialist and Literacy Specialist

- Continue to offer support for students with learning plans and/or diagnosed learning differences.
- Offer to scaffold or modify assignments, as necessary, for students to support subject or classroom teachers.
- Communicate regularly with the subject or classroom teachers.
- Communicate regularly with students and their parents/caregivers who are struggling to help them have success with distance learning.
- Provide supplementary learning activities for students who might benefit from additional practice.
- Lead small groups online for study sessions, tutorials, as needed (e.g. R.O.A.R.).

Seventh and Eighth Grade Counselor

- Serve as liaison for communication with students/families in crisis.
- Maintain developmentally appropriate social-emotional resources.
- Host office hours at set times for students and families to access counseling remotely. Students, parents, and caregivers are encouraged to schedule these meetings as needed.

- Support faculty with well-being tools, conversations, and collaboration.

Librarian

- Maintain and update online library site for obtaining resources.
- Be available for teachers and students as needed for support.
- Coordinate and contribute to the online Read Aloud collection.

Specialist Teachers

- Staying mindful of the resources and tools families may or may not have in their homes, develop projects and activities (including videos) for students and post them on Seesaw.
- Work with Lower School classroom teachers to join face to face sessions such as morning meeting with students on a rotating basis.
- Host regularly scheduled Zoom meetings with Middle School students to maintain connections.
- Utilize Seesaw to post weekly student activities and announcements for parents/caregivers.
- Scaffold activities on Seesaw as students learn how to use the application at home.
- Provide regular feedback to student work posted on Seesaw.

Teaching Assistants

- Communicate regularly with classroom teachers to identify ways to support students and contribute to distance learning.
- Monitor student learning and provide feedback to students, as requested by the teachers and teams you support.
- Participate in grade-level planning and division meetings.
- Use any non-student contact time to plan, develop curricula, collaborate, and support other areas of the school.
- Hold “office hours” for students in collaboration with lead teachers’ schedules.

Tech Support

- Manage a [ticketing system](#) for faculty, students, and parents/caregivers.
- Continually monitor the needs of teachers, students, and parents/caregivers and troubleshoot their challenges, as needed.
- Provide tech support.

Front Office Staff

- Maintain attendance records in FACTS each school day.
- Provide tech support to teachers as they are able (Zoom, Seesaw, G Suite, FACTS, etc.).

- Support other areas of the school as needed (admissions, advancement, etc.).

Clubs and Other Student Organizations

- Determine what work of the club or organization is absolutely essential for the continuity of the organization.
- Communicate expectations about work with all members and administration.

Parents/Caregivers

FSMN understands that a shift to a distance learning approach will require our students and families to make adjustments. Yet a continued **partnership** with parents and caregivers can play a vital part of ensuring the success of the plan. FSMN teachers and staff are available to support and guide students (and parents/caregivers) should they need help.

Below are some guidelines for parents/caregivers to help students achieve success with distance learning.

As Much as Possible, Establish a Regular Schedule for Your Student & Stay Engaged with their Learning

Once distance learning is initiated by the school, it will be important for parents/caregivers to help students establish and maintain a **routine and structure** for their day, beginning with a **regular bedtime and wake-up time each day**. While some of our students may want to stay up late and sleep in, establishing a regular school day routine will help your student retain a sense of normalcy and stay engaged in learning. Be sure to help your student **build in “breaks”** during the school day, encouraging them to stand up and move around so they are not remaining sedentary throughout the day. Begin and close each “school day” with a brief **check-in** as well as checking in throughout the day at regular intervals to ensure that your student is successfully engaging in distance learning. Reach out to your student’s teacher if you observe your student struggling to stay focused. Setting **clear expectations** with your student about regular school day hours will help your student maintain a schedule and stay on top of their schoolwork.

Create a Study Space for Your Student

Productive learning relies on a conducive environment. We recommend that you try to create a **quiet space** in your home for your student to study. We recommend that you choose an open area in the family living space (kitchen table, dining room, etc.) to **avoid isolating** your student and to allow parents/caregivers to monitor your student’s learning and screen activity. A room with **strong wireless connection** will also be important.

Stay in Communication with your Student's Teachers

Your student's teachers will maintain regular communication with parents/caregivers. The frequency of the communications will depend on your student's age, developmental stage, and level of independence. Teachers are available as resources for your student and for you. Teachers will be in regular email communication with all of their families. ***Please use email (not texting) as your primary method of contact with teachers.***

Wellness: Encourage Physical Activity and Movement and Monitor Student Stress

Physical movement and exercise are vital to maintaining physical and mental health, reducing stress and anxiety, and improving concentration and focus for more effective learning and retention. The health and wellness of our students is of the utmost importance to us. Parents/caregivers can partner with the school by ***checking in on their student's physical activity*** and ensuring that they participate in the activities provided.

Time Management

During certain times in the distance learning schedule, students may need help with time management. Teachers are available to assist and we value the school/home partnership in this effort.

Students

Attendance

Families should email the front office as well as classroom teachers/advisors to report absences per regular expectations. Attendance will be taken by the homeroom teacher for lower school and the humanities teacher in middle school. All teachers will monitor patterns of engagement in each of their classrooms and subject areas.

Assessments

Teachers will design assessments that are appropriate for the distance learning setting. We recognized that this might differ from the methods and approach we take during a traditional school setting.

Zoom Classes & Conference Expectations

Students should follow the family handbook with regards to dress code and discipline expectations. Students will be required to use mute during parts of a lesson or the "raise hand" feature of Zoom. Students will follow expectations communicated by teachers, including not using cell phones during classes.

FSMN Technology Use Policy

FSMN's [Technology Use Policy](#) continues to apply to the Distance Learning plan. FSMN is not able to monitor online behavior of students, so we ask for family partnership to ensure appropriate use of technology.

DISTANCE LEARNING PLANS & SCHEDULES

LOWER SCHOOL

Lower School Distance Learning will be synchronous (live, with interaction; session recordings will be available for students unable to attend at that time) and asynchronous (recorded videos, posted materials). Below are the K-4 general schedule guidelines for Distance Learning.

Mississippi - Sample Distance Learning Schedule:

Focus on Simplicity, Connection, Wellness, Joy, and Growth

DAILY SCHEDULE	
	Morning Meeting 8:30am (Meeting for Worship on Wednesday)
	<u>Activities such as:</u> *Journal time *Story workshop *Handwriting session *Math & science activities *Literacy stations *Read aloud
	Lunch
	Recess/DEAR
	Specialists Art, Music, Spanish, PE
	Marshall's Office Hours (2-3pm)

Jungle - Suggested Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM	Morning Meeting (Meeting for Worship on Wednesday)				
9:00 AM	Literacy	Writing/ Math	Literacy	Writing/ Math	Science/ Social Studies
9:30 AM					
10:00 AM	Morning Snack & Break				
10:30 AM	Optional Connection Time (small group social time, games, lunch together, open time)				
11:00 AM					
11:30 AM	Lunch				
12:00 PM	Recess/DEAR Individual student meetings with Caroline (15 minutes per student, 1x/week)				
12:30 PM					
1:00 PM	Specialists				
1:30 PM					
2:00 PM	Afternoon Break Optional Learning Extensions Optional Connection Time Caroline's office hours				
2:30 PM					

Literacy Interventions:

-1st grade twice a week for 30 min. (Mon. & Fri.)

-2nd grade once a week for 30 min. (Tues.)

Prairie - Suggested Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM	Morning Meeting (Meeting for Worship on Wednesday)				
9:30 AM	Literacy	Writing/ Math	Literacy	Writing/ Math	Science/ Social Studies
10:00 AM	Sally's office hours 10:00am - 11:00am				
10:30 AM					
11:00 AM	Optional TA Connection Time: (small group social time, games, lunch together, open time...)				
11:30 AM					
12:00 PM	Lunch/Recess/DEAR				
12:30 PM					
1:00 PM	Specialists				
1:30 PM					
2:00 PM	Optional TA Connection Time TBD (small group social time, games, open time...) ----- Individual student meetings with Sally (15 minutes per student, 1x/week)				
2:30 PM					

Literacy Interventions:

-1st grade twice a week for 30 min. (Mon. & Fri.)

-2nd grade once a week for 30 min. (Tues.)

Tundra - Suggested Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM	Morning Meeting 8:30-9am (Meeting for Worship on Wednesday)				
9:00 AM	3rd Math	Language Arts	3rd Math	Language Arts	Social Studies
9:30 AM					
10:00 AM	Andrew's Office Hours 10-11am and Time with Amber 10:30-11am Monday and Thursday				
10:30 AM					
11:00 AM					
11:30 AM	3rd Grade Math Help Time 11:30am-12pm				
12:00 PM	Lunch/Recess/DEAR 12-1pm				
12:30 PM					
1:00 PM	Specialists 1-1:30pm Art, Music, PE, Spanish				
1:30 PM	Individual student meetings with Andrew (15 minutes per student, 2x/week) 1:30-2:45pm				
2:00 PM					
2:45 PM	Read Aloud 2:45-3:00pm				

Literacy Interventions:

-3rd grade once a week for 30 min. (Wed.)

-4th grade once a week for 30 min. (Thurs.)

Bayou - Suggested Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM	Morning Meeting 8:30-9am (Meeting for Worship on Wednesday)				
9:00 AM	4th Math	Language Arts	4th Math	Language Arts	Social Studies
9:30 AM					
10:00 AM	Kak's Office Hours 10-11am and Time with Amber 10:30-11am Tuesday and Friday				
10:30 AM					
11:00 AM					
11:30 AM	4th Grade Math Help Time 11:30am-12pm				
12:00 PM	Lunch/Recess/DEAR 12-1:00pm				
12:30 PM					
1:00 PM	Specialists 1-1:30pm Art, Music, PE, Spanish				
1:30 PM	Individual student meetings with Kak (15 minutes per student, 2x/week) 1:30-2:45pm				
2:00 PM					
2:45 PM	Read Aloud 2:45-3:00pm				

Literacy Interventions:

-3rd grade once a week for 30 min. (Wed.)

-4th grade once a week for 30 min. (Thurs.)

MIDDLE SCHOOL

The following schedule shows synchronous (live, with interaction) learning times for the areas listed. It will be followed by all students grades 5-8 during distance learning. During the other hours of the school day, students will have time to complete assignments and engage in DL for their various subject areas. Note: Art, Music, and PE occur on a two week rotating basis.

5th Grade - Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00 AM	Advisory		MFW		
9:30-10:00 AM	Humanities	Humanities	Humanities	Humanities	Humanities
11:00-11:30 AM	X	PE/Free	X	Spanish	Music/Art
12:30-1:15 PM	Math/Sci	X	X	Math/Sci	X

*Helen or Christian will reach out with information regarding Literacy Interventions

6th Grade - Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00 AM	Advisory	X	MFW	X	X
9:30-10:00 AM	Humanities	Humanities	Humanities	Humanities	Humanities
11:00-11:30 AM	X	Free/PE	Spanish		Art/Music
12:30-1:15PM	X	Math/Sci	X	X	Math/Sci

*Helen or Christian will reach out with information regarding Literacy Interventions

7th Grade - Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00 AM	Advisory	X	MFW	X	X
9:30-10:15 AM	Math/Sci	X	X	Math/Sci	X
11:00-11:30 AM	X	Spanish	PE/Music	Art/Free	X
12:30-1:00 PM	Humanities	Humanities	Humanities	Humanities	Humanities

*Helen or Christian will reach out with information regarding Literacy Interventions

8th Grade - Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00 AM	Advisory	X	MFW	X	X
9:30-10:15 AM		Math/Sci	X	X	Math/Sci
11:00-11:30 AM	Spanish	X	PE/Music	Free/Art	X
12:30-1:00 PM	Humanities	Humanities	Humanities	Humanities	Humanities

*Helen or Christian will reach out with information regarding Literacy Interventions

*Learning Lab for 8th grade will be on Mondays, Wednesdays and Thursdays from 9:30-10am

Advisory

This is a time for students to check in with advisors, organize themselves, and prepare to start their days. Advisors should have an open zoom session for the entirety of Monday advisory. This is a good time to check in with students about their current progress, their questions about the day, and their general wellness. Advisors will check in with their advisees on other days of the week in the method they have decided upon with their advisory.

Teacher Office Hours

Each teacher will offer time each week to take questions on Zoom or by email, Google Classroom or Seesaw.

Study Halls

During distance learning, structured study halls will no longer meet. If a student needs support in managing workload or time, they should reach out to their advisor, the Learning Specialist or the Literacy Specialist.