Oak Hill Academy

Remote Learning: A Guide for Students, Parents, and Teachers

Oak Hill Academy is characterized by in-person interaction between teachers and students, vibrant student life on campus, and an active classroom environment. However, we recognize our responsibility to our students and our families during this unusually challenging time, so when necessary, our format must shift. School will continue as we maintain our commitment to nurturing and challenging our students. It is our hope that this remote learning experience itself will help shape how our young people will move forward to high school, college, and life beyond. We will continue to educate the whole child, encourage the pursuit of individual passions, live balanced lives, build confidence, encourage play as a foundation of learning, and provide a multi-sensory learning experience.

We have set the following goals for Remote Learning:
- Continued academic progress
- Continued engagement and interest in learning
- Maintaining relationships and a community connection

Our remote schedule is not designed to replicate our on-campus program, but rather to provide designated opportunities for teachers to support students as they engage in remote work. Contact time, course work, and independent assignments will vary according to grade level and subject area. All of this will greatly enhance the child's overall education.

You may have heard the school refer to those rescheduled meetings as synchronous work, meaning that the teachers and students will be working together at the same time. This is a good time for them to review material, introduce new work, ensure they are on

the same page, check for understanding, have discussions and build connections. As students get older, the amount of time spent online synchronously increases.

However, a portion of the work will be done asynchronously – meaning that students will be working on their own time, such as conducting research, engaging in learning apps, reviewing recorded lectures, doing extensive reading and writing to answer essential questions, or to collaborate on projects with peers. Teachers will remain available for support, and all teachers will offer electronic office hours. Additionally, teachers will check in with students individually as necessary.

Upper School Schedule: Students will receive an individualized synchronous schedule having two video conference classes each week for core classes and one video conference class each week for specials.

Lower School Schedule: Since each grade level is different, each teacher will provide the combined synchronous and asynchronous lessons. However, each will start the day with a short online morning meeting. Each grade may look different by age group, but essentially there are three main elements to this meeting:

1. Check in – community connection
2. Overview of asynchronous lessons/work for the day (and/or review of the week)
3. Introduction of a lesson (reading/writing/math grades)

Each homeroom teacher will provide a daily schedule for videoconference sessions (synchronous learning) that will include time each day for math, reading, and specials.

For asynchronous learning, teachers and specials will prepare instructional videoes and activities sent home via Google classroom with links to activities provided to families where appropriate.

Preparing for Remote Learning

   I.   Preparing Teachers

  II.   Preparing Students

 III.   Preparing Parents

I. Preparing Teachers for Remote Learning

    a. Google classroom must be easy to access.

    b. Google classroom teacher instructions must be clear.

    c. Instruction delivery must be of high quality.

    d. Teachers:

        - Must follow the "Flexible Instruction Plan".

        - Provide opportunities for support.

        - Organize offerings in a way that students can easily navigate.

        - Make sure that all links are up to date and functional.

        - Plan for activities that can be done alone and those best done with others.

    e. Instructional videos may be from high quality sites or teacher created screencasts.

    f. Video conference sessions must:

        i. Use small groups, large groups, and break out rooms or groups.

        ii. Have students work on questions individually then return to share.

        iii. Have a clear agenda.

        iv. Clearly communicate what the teacher wants the students to learn from the teacher, content, activities, and from each other.

        v. Introduce "high touch" learning involving more collaborative activities and asynchronous interactions with teacher and classmates.

        vi. Include greater interactivity; games, web-based simulations, and interactive videos – and fewer worksheets.

        vii. Utilize personalized learning; with a complete playlist of instructional videos that students can review or advance in order to ensure personal attention – activities to address individual projects with activities that address real-world challenges that involve students creating versus simply consuming information.

     viii. Establish assessment techniques for both Lower and Upper School.

     ix. Familiarize oneself and then train students in several technologies if some students are learning remotely.

g. Responsibilities include:

     i. Post assignments in a timely fashion.

     ii. Use feedback to adjust level and frequency of assignments.

     iii. Make lessons consistent with clear directions.

     iv. Establish timelines for student work that are reasonable.

     v. Grade students' work and give feedback in a timely fashion.

     vi. Answer questions and give guidance when necessary.

     vii. Be available remotely to parents, students, and administration during school hours. (8:00 am - 3:00pm)

     viii. Label your class meeting times and Personal Meeting Room on Zoom clearly on your Google Classroom.

     ix. Do not communicate with students using personal accounts.

     x. Post assignments on Sycamore by Thursday of the week prior and post a clear deadline.

     xi. Be available to meet with students individually on Zoom as needed for extra support.

     xii. Make sure that all material in Google classroom is of high quality.

     xiii. Avoid assigning "busy work"; clearly explaining the purpose and value of an assignment will help change students' perceptions.

     xiv. Remember depth over breath while moving to more DOK-2 and DOK-3 assignments.

     xv. Communicate with students via email (and mark as "missing" in Sycamore) immediately when work is not submitted on time. If the teacher does not receive the work within a day, send a follow-up to students and copy the parent and school advisor.

     xvi. Respond within 24 hours to email from administration and parents.

xvii. Adhere to social distancing and CDC guidelines both in and out of school.

h. To teach well online, teachers will need to develop a repertoire of online pedagogies that involve a mix of the following components and recommendations:

i. Direct instruction: transmitting information about concepts, skills, and procedures via demonstration, lectures, screencasts, videos, or online presentations.

ii. Cognitive models of learning: structured activities that don't just put information in students' heads but get knowledge out – inductive reasoning, open-ended questioning, experiments, metacognitive strategies, and problem-solving.

iii. Social methods of learning: collaborative instructional methods can still be used in online learning – jigsaw approaches, reciprocal learning, discussions, debates, and peer tutoring.

iv. Communicate with administration when the teacher needs support.

v. Remember, remote learning creates some changes to how we interact with our students and how visible these interactions are to parents. Help students and parents use tools such as online chat, mute, etc.

vi. We must continue to create innovative and thoughtful lessons and assessments that engage all of our students, especially those who might be challenged to participate verbally, to manage their time effectively, or to work independently.

vii. Reduced instructional time will require effective and efficient teaching of skill and content. We must use instructional videos to leverage instruction.

viii. For video conferencing, make sure teacher and student audio and video is operational and on during meetings.

ix. Communicate a tentative weekly plan on Google classroom by Sunday evening prior to the next week.

x. Complete and follow the OHA Flexible Instructional Plan. Share ideas with fellow teachers. Teachers are encouraged to sometimes use a flipped classroom model, where students view an instructional video, complete certain work, do assigned reading or research and then come to "class" for deeper discussion, practice or review.

xi. Ensure students receive feedback – frequent, personal, and detailed. This type of feedback happens constantly and naturally in the classroom, but requires an intentional and different approach when online.

i. Seek to understand the parent experience.

i. Help parents provide at-home routines, schedules, and physical learning spaces to support success.

ii. Recognize that parents may want or need to have their children learn quite independently. When parents express concern about how much time they are spending "home-schooling," pay attention. They need help.

iii. Help parents understand the bigger picture. Remote learning will not fully replicate the classroom experience. Teacher and parent are partners in the process. Explain that parents should provide an appropriate level of guidance and support for their children. Listen to parent suggestions and criticisms, make incremental improvements quickly if necessary, and be flexible. If the feedback is negative, act professionally and ask for help from an administrator if needed. Take it as an opportunity.

j. Attend to social-emotional needs.

i. Relationships still matter! Find ways to connect perhaps through a shared social hour with middle schoolers, a read aloud for first graders, or a group snack in preschool. Advisory classes can take place remotely in Upper School through scheduled "Tuesday Talks" sessions through video conference.

ii. Provide social and emotional support for students and parents. Counselors and teachers need to check in with families. Parents and teachers should support each other.

iii. Understand that the parent-child relationship can be challenging in the best of times and can become even more strained when parents are more deeply engaged in the learning process. How can schools help parents navigate these two roles? What role can the school play with expectations (and consequences)?

iv. Parents are going to have a lot of emotions, frustrations, and perspectives, especially in the first few weeks. They may have had other ideas and hopes for remote learning. Perhaps they thought their roles would be minimal. Be understanding and ask, "How is this going for you?"

v. Pay attention to who, over time, begins to disengage. Are there any students who start to miss classes or meetings? Why? Is it an emotional or social challenge? Perhaps a tech issue?

vi. Students may become more insular over time – they begin to lose their social structures. Look for ways to build those in and provide students with examples of ways to connect outside of school, especially if they are "sheltering in place" and cannot meet in person.

vii. Pay attention to the emotional toll on parents who are at home, where activity is restricted, and everyone is anxious. Ask how you can help.

Above all, teachers will need guidance and strategies for establishing a sense of emotional, cognitive, and instructional presence so students feel connected and part of an online community of learners.

II. Preparing Students for Remote Learning
   a. Responsibilities include:

i. Follow all guidelines and responsibilities found in the Oak Hill Handbook, as well as the Oak Hill Academy Video Conferencing Rules and Guidelines listed as an addendum to this guide.

ii. During Zoom sessions, it is expected that students show their maturity and remain respectful to their teachers and classmates. Mutual respect is the measure of all dialogue.

iii. Attend all Zoom classes and meetings by joining on time and ready to participate. Students may not change their backgrounds and should use suitable lighting, and limit distractions. During Zoom classes, students' video camera and microphones must be turned on (though they may be asked to mute themselves for optimal sound by their teacher). Also, students must sit in a chair in front of the computer and be dressed appropriately. Students must be prepared for class (ex: proper books & materials ready when entering the class.)

iv. If there are technological issues and you are not able to join a Zoom session, you must email your teacher immediately. Failure to do so will be considered an unexcused absence and be factored into the daily participation grade.

v. Students in grades 2-8 should use the school issued Chromebook for all school related work.

vi. Students may not record, screenshot, share, re-post, capture, or distribute any content created remotely or online by any Oak Hill teacher or student.

vii. Prepare for all Zoom sessions by viewing instructional videos, reading assigned pieces, researching topics, or doing a pre-writing for discussion.

b. Be a successful online learner by:

i. Technology training: keyboarding, logging into a web conferencing system, using email, remembering passwords, file management, navigating a learning management system, etc.

      ii. Personal characteristics related to successful online learning: motivation, time management, digital citizenship, persistence, self-regulation skills.

c. Check on Sycamore and/or Google Classroom frequently during each day.

d. Allot sufficient time to complete teacher's assignments.

e. When appropriate, collaborate online – Use technology to interact (not in person) with fellow students when permissible by teacher; however, students may not share completed assignments that will be graded.

f. Submit work in a timely fashion as directed by each teacher.

g. Check with teachers on any confusion.

h. Develop a daily and weekly schedule.

i. Dress properly for class each day. Students do not have to wear the school uniform but should wear dress-down day school-appropriate attire (no pajamas, bathrobes, offensive T-shirts etc.).

j. Adhere to social distancing and CDC guidelines both in and out of school.

III. Preparing Parents for Remote Learning

a. Speak with your child to reassure them and answer their questions about COVID-19. Click here for CDC tips.

b. For younger students, family members may be asked to help explain directions and help with technology access.

c. Monitor the time online, attention to detail, quality of work, and completion of assignments.

d. Designate a place where your child can be quietly engaged with their work avoiding distractions. This should not be in a high traffic area such as an occupied kitchen or living room.

e. Ask your child to summarize to check for understanding.

f. For older children, check on their calendar.

g. Discourage children and teens from gatherings while school is dismissed to help slow the spread of COVID-19 in the community.

h. See CDC checklist attached. Checklist for Parents.

i. Check Sycamore for updates on grades, assignments, and possible late/missing work. Email teacher with all concerns.

j. Monitor your child's social and emotional well being and discuss your concerns with teachers and administration to help design a plan of support. Please remember that Zoom time is for teacher/student interaction therefore it is not appropriate to discuss personal issues with your child's teacher during these sessions. You are a partner in the learning process, however it is critical for the teacher to take the lead.

k. Supporting Your Student:

   i. Set up your student's learning space in an area free of distractions. We recommend that you find a quiet space and create a learning environment that includes access to school supplies and strong internet access. We recommend Zoom sessions take place in public (but not high traffic) spaces in your house.

   ii. Create a daily routine and schedule for your child. Work with your student to ensure they know their synchronous distance learning schedule and create a home learning schedule for asynchronous learning to occur. It is important for you to help your child(ren) establish and maintain a routine and structure for their day, beginning with a regular bedtime and wake-up time each day. Setting clear expectations with your child about regular school day hours will help your child maintain a schedule and stay on top of his/her schoolwork.

   iii. Use a calendar to help your child keep track of their classes, assignments, and responsibilities.

   iv. Make sure to plan for breaks during the learning day. Learners can benefit from built in transitions between "class" to help them reset for the next subject. Encourage your child to spend their break away from their screens and allow for physical activity and play.

   v. Check in with your child. Start your child's learning day with a check-in to ensure they are clear about the plan for the day, and then check in with your child throughout the day to ensure your child is on the

right path. Close the learning day with a final check-in to see how the learning went and to plan for next steps. Daily start and end times for online learning differ by grade and are outlined in each grade's learning plan.

vi. Keep the lines of communication open. It is important to let your child's teacher know if your child is having difficulty with their distance learning experience or being away from school. If your child is displaying signs of anxiety, touch base with a school advisor. Likewise, your child's teacher will communicate on a regular basis with you and your child. Keep in mind that the frequency of communication will depend on your child's age, developmental stage, and level of independence.

vii. Support your child's independence as much as possible and let them grapple with the challenges of learning and solving problems. Productive struggle is essential to learning, so we ask that you allow your child to experience the struggle. Try to keep from quickly offering your help or providing the strategy you would use. Be positive about how your child is approaching the tasks and encourage your child to try different strategies to solve problems when they are stuck.

viii. Help your child keep connected to the community and their friends. One of the most powerful aspects of our school is the connections between our students. Make sure your child has the opportunity to communicate and connect with their friends. Even digital connections can sustain and support us through challenging times.

ix. Make sure your child stays physically active and has opportunities for movement and play.

x. Make time for fun activities with your child.

l. Adhere to social distancing and CDC guidelines.

Updates:We anticipate that this guide to remote learning will evolve. If so, we will update this document on the Oak Hill website and communicate any changes via email.

Oak Hill Academy Remote Learning Guide Addendum
Video Conferencing Rules and Guidelines for Students

- Always sign in with your Google account (@oakhillacademy.com email address) and use the school issued chromebook (grades 2-8)
- When an invitation to join a Google Classroom is sent, it must be accepted. (email teacher separately with any issues)
- Students will log into each teacher's Personal Meeting room to connect to their designated videoconference session. These links will be posted in each teacher's Google Classroom.
- Students must join the meeting to receive credit for the day's class. Be on time and email the teacher immediately if there is a tech issue
- Students must dress appropriately, as if they were in school on a dress down day (no inappropriate tops, pajamas, bathrobes, etc.)
- Students may not change backgrounds or use inappropriate icons.
- Students must be seated at a desk/table with textbooks/paper/pens.
- No eating during the video conference session.
- Student video camera and microphone must be turned on (unless asked to mute by teacher.)
- Students should come to the session prepared for class and with any materials requested prior by the teacher.
- One speaker talks at a time.
- The teacher reserves the right to mute/delete any inappropriate actions/speech and remove a student from the meeting.
- Information typed in the chat window will be relevant to the discussion. There should be no private chats between students.
- Students (and parents) may not record, screenshot, share, re-post, capture, or distribute any content created remotely or online by an Oak Hill teacher or student.
- If a student has two breaches of this policy as determined by the teacher, he/she will be barred from future discussions. In addition, that student will have a written assessment as a replacement for discussion points.
- Using technology to connect classes remotely is a privilege and should be treated as such.
- Oak Hill's "Code of Respect" is expected in all interactions when conferencing.