



WILBRAHAM & MONSON ACADEMY ONLINE DISTANCE LEARNING PLAN

INTRODUCTION

This document is intended to help communicate Wilbraham & Monson Academy's Online Distance Learning (ODL) plan. During this unprecedented event, we have had to move quickly in a short period of time to create a format for Online Distance Learning and internal and external communication channels that strive to achieve our mission and uphold our core values.

In the creation of this ODL plan, WMA understands and appreciates the demands of family time are very different now. Many parents are working from home, at the same time that their children are engaged in online learning. In addition, we may have loved ones living elsewhere, and we are either helping manage their lives or are hoping they are well and practicing sound social distancing. All of us are managing a higher volume of family and friends' needs that command our attention in different ways.

If your lives at home are causing you difficulty in meeting the demands of our online learning experience, then we hope this document helps you find the right channel of communication to let us know what your challenges are, whether they be technological or emotional.

CONTENTS

General Guidelines for Technology Systems to Support Online Distance Learning at WMA	2
General Roles & Responsibilities During Online Distance Learning.....	4
School Personnel Roles & Responsibilities	4
Student Roles & Responsibilities	6
Synchronous (LIVE) and Asynchronous Class Schedules	8
General Parent/Guardian Roles & Responsibilities	9
10 Guidelines for Parents/Guardians in the transition to and during WMA's online education	10

General Guidelines for Technology Systems to Support Online Distance Learning at WMA

WMA's Online Distance Learning community will be held to the same rules and guidelines of the [Acceptable Use of Technology Policy](#) and [Student/Parent Handbook](#) that all community members signed and agreed to follow at the start of the 2019-2020 school year.

Families concerned about their internet speeds or Wi-Fi connections, should communicate with their internet provider. You can run a speed test of your internet connection by clicking [here](#).

Please note that when it comes to technology, our students living in China do not have the same access to the technological resources we use on campus, specifically Gmail and Google Classroom. Therefore, we will be communicating with them primarily through their personal email accounts. For all other students, you will continue to use your WMA Gmail and Google Classroom.

In efforts to make our academic program accessible to students in various time zones and to accommodate family's needs, we are universally recording classes, extra help and office hours sessions. These records will be made available to students after the synchronous class has occurred. In the event something is inadvertently recorded in a session, we will use discretion about making video available for students to access and/or archiving it.

By participating in our academic program this spring you are acknowledging and agreeing to the recording of sessions as part of our Online Distance Learning program.

Technology Requirements	<ul style="list-style-type: none"> ● laptops and tablets students have been using under the Bring Your Own Device policy are sufficient ● device needs to be equipped with a camera and a microphone ● reliable internet access (ethernet wired if the Wi-Fi signal strength cannot be relied upon) ● a headset or earbud-style headphones for live meetings ● a free Zoom account using their WMA credentials ● a personal non-WMA email, only if the student is working in China
Expectations for Live Class Meetings	<ul style="list-style-type: none"> ● minimize eating and drinking ● choose a quiet location for class <ul style="list-style-type: none"> - light should be in front of you and not behind your camera - cameras should be angled so classmates and teachers see you ● manage your notifications on your devices so you are not distracted during class
Troubleshooting	<ul style="list-style-type: none"> ● Is your video/audio not working? <ul style="list-style-type: none"> - close other applications that may be using your camera/audio - adjust your computer's preferences...are the correct inputs and outputs chosen? - reboot your computer ● Is your device not working properly? <ul style="list-style-type: none"> - update device's software to maintain up-to-date browser remember to restart your device regularly
Technical Support	<ul style="list-style-type: none"> ● email to helpdesk@wma.us
Technical Links	<ul style="list-style-type: none"> ● Download Zoom ● Test your Zoom connection

General Roles & Responsibilities During Online Distance Learning

Many stakeholders will contribute to the effective implementation of WMA's ODL. The roles and responsibilities of school personnel, students and parents are listed below. We ask everyone to remember we are not yet experts in Online Distance Learning, and this will require some trial-and-error before we find the right balance between online and offline learning experiences. Department chairs, administrators or teachers will periodically check in with families to assess what we need to adjust. We thank you in advance for your partnership!

School Personnel Roles & Responsibilities

Leadership Team	<ul style="list-style-type: none"> ● create and distribute WMA's Online Distance Learning Plan ● establish channels of communication between faculty, staff, families and students ● support faculty and students/families transitioning to an online distance learning environment ● ensure a high-quality, mission-driven learning experience for all students
Subject Teachers	<ul style="list-style-type: none"> ● collaborate with other members of their departments to design Online Distance Learning experiences for their students ● communicate frequently with their students and as needed with their parents ● provide timely feedback to support students' learning ● teach, model and deliver class content and skills ● reflect on WMA Online Instructional Guidelines ● utilize the Teacher Weekly Plan for internal communication ● utilize the Student Weekly Plan for external communication
Advisors	<ul style="list-style-type: none"> ● maintain regular communication with their advisees and parents/guardians ● respond to questions and concerns as students transition to ODL ● try to gauge how advisees are doing with their physical and emotional health ● encourage advisees to create a routine, maintain their work space and engage in daily activities to promote emotional and physical health
Department Chairs	<ul style="list-style-type: none"> ● support teachers in department in the implementation of WMA's ODL ● provide feedback on pace and volume of work when reviewing Teacher and Student Weekly Plans ● utilize models, recommendations and support for ODL lessons, feedback to students, methods for assessing student learning and strategies for differentiating instruction

Deans Office	<ul style="list-style-type: none"> ● monitor student attendance and participation in classes ● merve as liaison for communication with student/families having difficulties/challenges with ODL experiences ● respond to the students' needs ● meet with students and parents/guardians when needed and upon request
School Counselor	<ul style="list-style-type: none"> ● maintain, deliver and/or share social-emotional lessons ● host Online Office Hours for students to check in and be available for other appointments ● students should contact the School Counselor by email to schedule an appointment ● respond to students' emotional needs
Health Services	<ul style="list-style-type: none"> ● conduct virtual well-being checks on community members ● provide guidance on current advisors, habits and hygiene ● be a resource to families who are looking to set up additional counseling services for their child
College Counselors	<ul style="list-style-type: none"> ● support and ensure continuity in the college application process ● support school advocacy with external bodies (i.e. colleges/universities, College Board, ACT, NCAA Clearinghouse, etc.) to ensure understanding of campus closure and ODL, and its effects ● communicate information from the College Board and ACT to students and parents/guardians as it becomes available
Academic Services	<ul style="list-style-type: none"> ● use the Teacher and Student Weekly Plan as tools to understand what students' teachers will be doing for the week, as well as assignments and due dates ● when necessary, communicate with students' subject teachers ● communicate regularly with their students and/or parents/guardians to help and understand their needs in the ODL environment
Technology Support	<ul style="list-style-type: none"> ● provide teachers with training videos for educational technology resources used by WMA ● monitor and support the needs of teachers, students and parents with the educational technology resources used by WMA in the implementation of ODL ● be available for remote technical support

Student Roles & Responsibilities

In times of certainty or challenge, it's best to focus on controlling what you can control. Below is a list of things students can control in their daily life, based on WMA's core values. We ask that throughout the course of ODL, students regularly reflect on this list of Student Roles & Responsibilities

Live Clean:	<ul style="list-style-type: none">● establish daily routines for engaging in the online distance learning experience and healthy living● maintain a regular school day routine and sleep schedule● be dressed and groomed appropriately, like you would if it were a casual dress code day and you were attending class on campus at WMA● be active and/or use mindfulness practices in your daily routine● aim for 30-plus minute of moderate physical activity per day● eat as best a diet as you can. Eat a variety of fruits and vegetables, and drink water!● limit the amount of news you consume per day. Minute-by-minute updates tend to be more distracting than helpful● continue to practice good health, hygiene and social distancing practices
Speak True:	<ul style="list-style-type: none">● complete assignments with integrity and academic honesty. Do your best work● regularly check your email and Google Classroom for announcements and feedback from your teachers● communicate pro-actively with your teachers and advisor if you cannot meet deadlines or require additional support● find time to connect with people outside of the class through technology or even old-fashioned, paper letter writing!
Work Hard:	<ul style="list-style-type: none">● identify a comfortable, quiet space in your home where you can work effectively and successfully● sit at a desk or table with plenty of space for a computer, books and a place to write; with a chair that allows you to comfortably sit at desk/table and engage in the learning. Your bed is not a good option● to maximize engagement in your learning environment you need to remove distractions<ul style="list-style-type: none">- Put your cell phone in another room- No texting or messaging on your computer- Turn off notifications on your computer- No playing video games, watching movies or shows, or shopping online during class or at work times

Play Fair:	<ul style="list-style-type: none">● stay current with daily participation and completion of classes● do your best to meet timelines, commitments and due dates● be a good citizen● comply with WMA's Acceptable Use Technology Policy and the rules of the Student/Parent handbook
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If you have a question about a class, an assignment or teacher feedback, **contact** your teacher.

If you have a question about a personal or social emotional need, **contact** your advisor, the school counselor or a school nurse.

If you have other questions/issues related to your learning or online experience, **contact** your advisor or the Deans Office - whichever you feel is appropriate or you feel comfortable with contacting.

If you have a question or problem with technology we are using for online learning, **contact** our IT support at helpdesk@wma.us.



**LIVE SPEAK WORK PLAY
CLEAN TRUE HARD FAIR**

CLASS SCHEDULES

Synchronous (LIVE) Class Schedules

All times are EDT

Monday	Tuesday	Wednesday	Thursday	Friday
A 8 - 8:40 a.m.	E 8 - 8:40 a.m.	Faculty available	D 8 - 8:40 a.m.	L3 8 - 8:40 a.m.
8:40 - 8:50 passing time	8:40 - 8:50 passing time		8:40 - 8:50 passing time	8:40 - 8:50 passing time
B 8:50 - 9:30	L1 8:50 - 9:30	Faculty available	C 8:50 - 9:30	L2 8:50 - 9:30
9:30 - 9:40 passing time	9:30 - 9:40 passing time		9:30 - 9:40 passing time	9:30 - 9:40 passing time
C 9:40 - 10:20	L2 9:40 - 10:20	Faculty available	B 9:40 - 10:20	L1 9:40 - 10:20
10:20 - 10:30 passing time	10:20 - 10:30 passing time		10:20 - 10:30 passing time	10:20 - 10:30 passing time
D 10:30 - 11:10	L3 10:30 - 11:10	Faculty available	A 10:30 - 11:10	E 10:30 - 11:10
2:30 - 3 P.M. Faculty/department meetings	2:30 - 3 P.M. Faculty/department meetings		2:30 - 3 P.M. Faculty/department meetings	2:30 - 3 P.M. Faculty/department meetings

Asynchronous (not live) Class Schedules

Monday	Tuesday	Wednesday	Thursday	Friday
E period	A period	Faculty available	L3 period	D period
L1 period	B period	Faculty available	L2 period	C period
L2 period	C period	Faculty available	L1 period	B period
L3 period	D period	Faculty available	E period	A period

General Parent/Guardian Roles & Responsibilities

As we begin this journey together, we look forward to supporting you in your role the best we can. We recommend you follow the 10 Guidelines for Parent/Guardians on page of this guide. Please reach out to us when you have questions, need advice, or have feedback for us.

<p>Live Clean:</p>	<ul style="list-style-type: none"> ● monitor how much time your child is spending online ● remain mindful of you child’s stress or worry ● encourage times for quiet reflection, mindfulness and relaxation practices ● encourage physical activities and/or exercise ● identify a space in your home for your child to work without distractions, and where you can occasionally monitor their distance learning experience
<p>Speak True:</p>	<ul style="list-style-type: none"> ● monitor communications (email and Google Classroom) from your children’s teachers ● communicate questions or questions directly to teachers, advisors and staff
<p>Work Hard:</p>	<ul style="list-style-type: none"> ● establish routines and expectations ● do a daily check-in with your child about programs with the online distance learning experience, and see if they have questions or need support ● provide your child with a device with audio, camera reliable internet access
<p>Play Fair:</p>	<ul style="list-style-type: none"> ● encourage good digital citizenship practices <ul style="list-style-type: none"> - this may include reviewing their social media accounts, limiting screen time and being mindful of the amount of news sources

If you have a question about ***a class, an assignment or teacher feedback***, **contact** your [teacher](#).

If you have a question about ***a personal or social emotional concern***, **contact** the [school counselor](#).

If you have other questions/issues ***related to your learning or online experience***, **contact** your [student’s advisor](#) or the [Deans Office](#) - whichever you feel is appropriate or you feel comfortable with contacting.

If you have a question or problem ***with technology we are using for online learning***, **contact** our [IT support](#) at helpdesk@wma.us.

10 General Guidelines for Parents/Guardians in the Transition to and during WMA's online education

The transition to Online 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. These 10 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.

1. Establish routines and expectations

From the first day WMA implements Online Distance Learning, parents need to establish routines and expectations. WMA encourages parents to set regular hours for their children's school work. We suggest students be ready to begin their studies and be ready for class a.m. EDT. Keep normal bedtime routines for your Middle School and Upper School-age students, too. (Don't let them stay up late and sleep in!) Your children should move regularly and take periodic breaks as they study. It is important parents set these expectations for how their children will spend their days starting as soon as Online Distance Learning is implemented, not several days later after it becomes apparent a child struggling with the absence of routine.

2. Define the physical space for your child's study

Your child may have a regular place where they have done homework in the past, but this space may or may not be suitable for an external period of time. We encourage families to establish one space/location where their children will engage in ODL most of the time. We recommend it not be a child's bedroom but a more public/family space. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Think about ergonomics as well. Do they have an appropriate desk/table and chair to promote good posture? Above all, it should be a space where parents can be present, when possible, to monitor their children's learning.

3. Monitor communications from your child's teachers

Teachers will communicate with students through email, Google Classroom and Zoom. This communication may feel like more than what students are accustomed to in the past. We encourage you to remind your child of these communication platforms and to check them daily to ensure their participation in ODL.

If your child is overwhelmed or confused by these forms of communication or instructions, please contact their particular teacher or advisor. We ask parents to remember teachers will be communicating with dozens of other families and ask that communications be essential, succinct and self-aware.

4. Take an active role in helping your child process and own their learning

Human beings learn best when they have opportunities to process their learning with others. We encourage parents to have children explain how they have used Google Classroom and various electronic resources earlier this year, such as e-texts accompanying websites. Parents should regularly engage with their children about what they're learning; we provide more suggestions in tip No. 5. Lastly, it's important your child owns their work; don't complete assignments for them, even when they are struggling. Effortful learning often is a struggle.

5. Begin and end each day with a check-in

Parents are encouraged to start and finish each day with a simple check-in as a regular part of their day. This brief grounding conversation matters. They allow children to process the instructions they've received from their teachers. They help them organize themselves, set priorities and reflect in their learning.

At the beginning of their day, ask:

- What are you learning about today?
- How will you spend your time?
- What resources do you require?
- What support do you need from me, your teacher or your advisor?
- What are the tasks on your Student Weekly Plan for today's classes?

At the end of the day, ask:

- What were three things that went well today?
- What were two things that were difficult today?
- What are your synchronous classes tomorrow?
- Have you scheduled any Office Hours meetings with your teachers?

6. Establish times for quiet and reflection

ODL may be a challenge for your family as children and parents all work from home. It may be difficult for everyone to create independent spaces within the home. While it is important to maintain social connections with one another, it will also be necessary to create some time and space for everyone to reflect, away from their technology, in solitude.

7. Encourage physical activity and movement

Make sure your children remember to move and exercise. This is vitally important to their health, well-being and learning. WMA's Physical Education teachers and the Athletic Department will recommend activities or exercises. Parents can engage in these exercise too; it is important for parents to model and encourage exercise! Think about how your children can help more around the house with chores or other responsibilities. Encourage them to pitch in!

8. Remain mindful of your child’s emotional health

This is a challenging time. It is imperative for parents to help their children manage the range of emotions they may experience. Parents need to practice their own self-care in order to best take care of the ones they love. Try to manage and control your emotions through these difficult times. Control what you can control in your life and day-to-day actions. Also children may internalize their parents’ emotions. By managing your emotions, you limit their negative impact on your children.

When your child is expressing concerns and/or sharing their feelings, validate them. Whatever your child is feeling it is important for them to express and for you to acknowledge. Avoid minimizing their feelings, and then after listening to them, shift their focus to what you as a family can control - like washing your hands, maintaining a routine, getting sleep and limiting the amount of news you all try to consume and process.

9. Monitor how much time your child is spending online

WMA does not want it’s students staring at device screens for seven to eight hours a day. Your child will have five to six classes per day, some synchronous and some asynchronous. Children should be taking brain and screen breaks during the day. The 10-minute “ passing time” during the synchronous portion of the schedule is intentionally designed for these breaks. Parents will need to help students incorporate additional breaks into their day.

10. Keep your children social, and set rules around their social media interactions

We understand it’s important for children to maintain contact with friends and family. Students may rely more on social media to communicate. WMA asks parents to monitor their children’s use of social media. Remind your children to be polite, respectful and appropriate in their communications and to represent your family’s values in their interactions with others. A student’s written words and tone can sometimes offend or cause harm to others. Students also still need to follow the rules and policies set forth in WMA’s Student/Parent Handbook and the Acceptable Use of Technology Policy.

READY-SET-GO
TITANS
TOGETHER