

MOSES BROWN SCHOOL

Quaker Education Makes a Difference



Distance Learning 2.0

April 2020



As our Quaker school faces the challenges of a world suddenly changed, we can find strength in reaffirming our commitment to the values of Friends: simplicity, peace, integrity, community, equality and stewardship.

As we shift our practices to become a new kind of learning community, our circumstances provide us with countless opportunities to reflect on how those values can support us. Our testimony of *simplicity* guides us to focus only on what is important, and to let fall away the behaviors, habits or possessions that impede our sense of clarity. Our commitment to *community* helps us keep in mind the importance of our connections to each other: wisdom, strength and agency are increased when they are shared. Good *stewardship* requires that we constantly consider the implications of our choices, now and in the future and consider the ways we are called to lead and to serve. *Equality* demands that we interrogate our practices and our assumptions and that we work to change systems that perpetuate injustice. *Peace* is a project rooted in the smallest of interactions—the care we show to one another, especially in times of grief and fear, can remove the causes of war in ourselves and the world. And *integrity* entails the consistency of our values and our actions, requiring that we do what we say we will, that we live according to the tenets we profess.

These testimonies continue to guide us, now as ever.

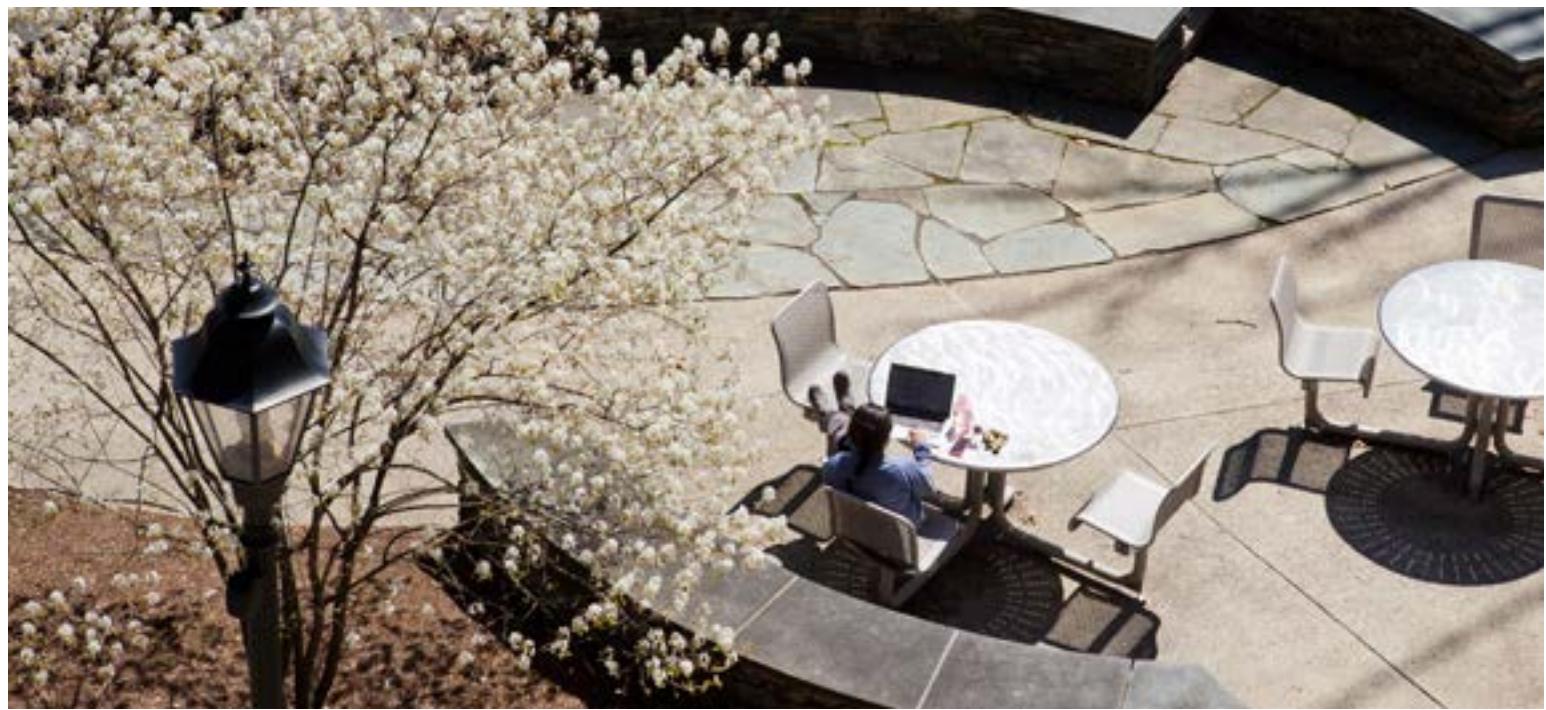
What really makes for excellent teaching, transformative learning and deep understanding of content? More than anything else, it's the learning relationships we foster. Trust is the precursor to dialogue, collaboration, critique and innovation. When learning relationships become the central point of focus, the outcome is compassionate, engaged, curious, skillful participants—and content mastery is the happy byproduct. That awareness has been at the heart of how we teach and learn at MB and it remains so even as we shift to new methods of learning and connection in the days and weeks to come.

Jen McFadden, jmcfadden@mosesbrown.org

Director of Friends Education

*Moses Brown, a Friends school,
exists to inspire the inner
promise of each student and
to instill the utmost care for
learning, people and place.*





Distance Learning at Moses Brown

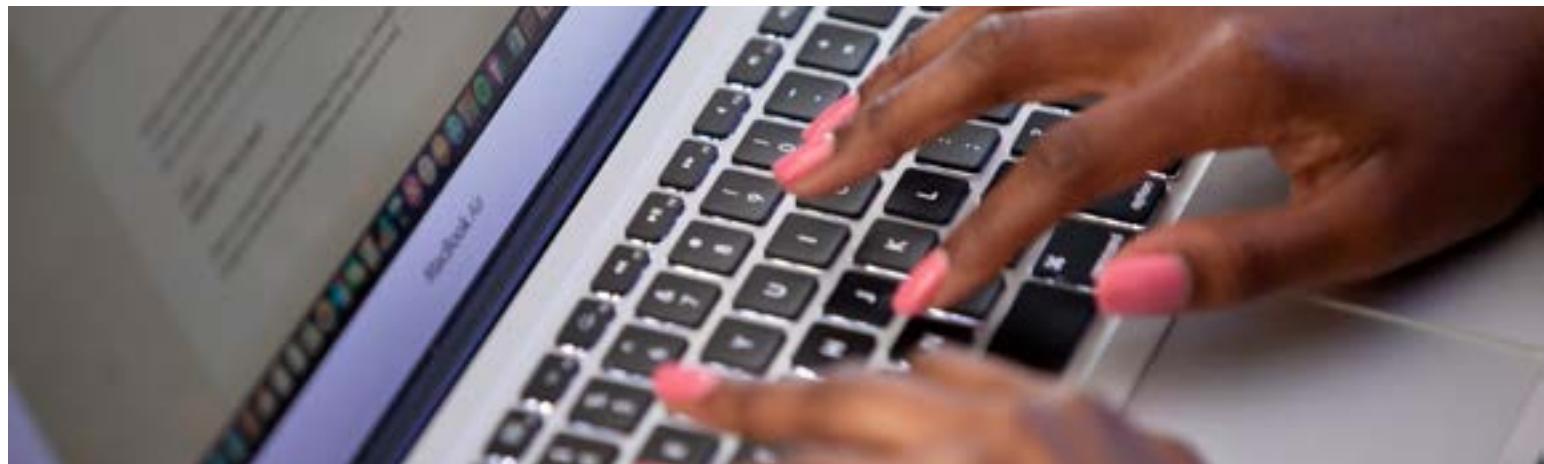
The challenge of distance learning is complex: how will we continue to support a learning community that honors our mission in a world that seems to be changing daily?

Distance learning is new for us—and the conditions in the world have an impact on students' ability to learn. We will prioritize relationships and care in our transition to distance learning; these are not only central values of a Moses Brown education, but also necessary in order for students to maximize their learning. Each division's approach will keep student-teacher relationships as a priority: these can be fostered through synchronous on-line experiences, through email exchanges or phone calls, through the sharing of materials and assignments and even through laughing together at a shared document or image.

Of course our academic work will continue, but school will look different. We will strive to balance structure and flexibility, consistency and creativity, in ways that let your children continue to grow and learn. We will provide assignments that require greater independent thought, as well as collaboration with peers, reinforcing our belief that learning is a shared enterprise. You may see your child sitting in a chair looking out the window—and that can be exactly what's needed to come up with a novel solution to an engineering challenge, to imagine a character's perspective in a novel, to create a dialogue in a different language. We hear all the time that our students don't have time to dream, to ideate, to review and fail and revise and try again—and now, students will have more of this flexible time. Though we are deeply saddened by the reasons for moving to this way of teaching, we anticipate that we will not only meet expectations, but that there will also be benefits.

That said, we repeat: school will look different. Learning will happen differently. We have had the opportunity to learn from the experiences of independent schools who started their distance learning programs early in March, and the educational community has been generous in sharing its plans and modifications. Some started with a largely synchronous schedule, one that mirrored a "usual" class day. Within days, they discovered that this was too much screen time for both students and teachers; in one, students went on strike by Day 4, exhausted and stressed out. Most have moved to a model that reflects the values that have always characterized MB: synchronous work to support relationships (as in advisory in MS and US or circle time for LS) and to create opportunities for sharing learning (discussions, questions, extra help, group work); and asynchronous presentation of assignments and information, allowing for students to work at their own pace on these pieces. We'd like to use screen time intentionally and meaningfully—and make sure that students aren't in front of computers all day. So, we'll seek to balance these pieces and ask for feedback from students and parents so that we can make adjustments as needed.

Distance learning is not optimal for students at MB, but it does offer opportunities. We ask that you partner with us, provide feedback, let your children engage in appropriate struggle (AND let us know when they need help), help them use their self-advocacy skills...and give them a break when the world feels like too much. We seek to provide a firm foundation in a world that feels, to them and to us, uncertain—but also want to recognize that there will be ongoing needs to adjust. This is a generation that is learning resilience in a whole new way.



Distance Learning 2.0: *our relationship and working together*

After April 13, we will move to divisional schedules that are different from the daily schedules to which your children are accustomed. We have prioritized creating schedules that are sustainable for students, families and teachers for the duration of our closure, while helping students to remain engaged in learning and in our school community. These schedules are shared in the division-specific sections later in this handbook. All schedules are on a Monday–Friday 5-day format to allow easier integration with other family schedules, and for families with children in multiple divisions.

We continue to count on your partnership. If your child is struggling or there is information that would be helpful for faculty to know, please share with us. We will also communicate regularly with parents as we continue to work together.

We will communicate assignments and expectations clearly through means established by teacher and advisors, and will use these same platforms, within each class, consistently. Students will need to check their email daily (or parents will need to do so, for LS learners). Questions submitted to teachers via email will, as much as possible, be addressed within 24 hours. If a concern is urgent, please call the division head or Debbie Phipps to share more immediate concerns or questions. During the class day, teachers are working with students and lessons (and perhaps tending to their own responsibilities at home); please be patient as we seek to find the right expectations regarding communication.

We will seek to remember that on any given day, different students, families, faculty and staff will face different challenges. We hope that we can all grant one another grace as we move forward, understanding that we are all doing our best in a time that is uncertain and difficult. Let's extend that kind of care and understanding to one another, keeping care for students in the center of our work. (One school head recently shared for their faculty, “We are all first-year teachers again.” Patience helps.)

We have had the opportunity to think about students' biorhythms and sleep patterns, so older students now have a slightly later start to the day. We have considered how to create breaks between class periods, so students can run around, get a snack, talk to a friend on the phone. The new schedules include clear expectations about the amount of synchronous experiences each class offers, while balancing the importance of limiting screen time.

We place relationships at the center of our scheduling. Advisory (MS and US) and community time (LS) will happen daily. This helps to maintain strong communal ties, while also giving students a regular time at which to ask questions about assignments, the schedule and their daily work.

We encourage students and teachers to think of assignments as “daily work”—to break down the division between classwork and homework. Students will continue to receive feedback from teachers, to complete assignments and assessments, to collaborate with others and to advance their learning and growth.

We will continue to host regular parent coffees, and we hope that families will continue to feel connected to the school through communication via email and social media, outreach from teachers and the stories students will share about their class day.

Debbie Phipps, dphipps@mosesbrown.org
Assistant Head of School for Academic Affairs

Distance Learning Definitions

Synchronous learning refers to activities when students and teachers are engaged in the same activity at the same time, in real time. This is most likely to happen through video connection—we like seeing one another!—but might also include an on-line chat without video or, in rare cases, timed assignments completed simultaneously. Synchronous activities foster relationships, so things like advisory/circle time or Meeting for Worship or community meetings would all be synchronous.

Asynchronous learning refers to activities that happen outside of a particular defined time. These can include assignments that are completed independently, reading to be completed, problems to consider; now, students can take time to sit with a thorny problem, an indication of academic readiness that we seldom have time to incorporate in our busy class days. Asynchronous learning prioritizes independence, the ability to work at one's own pace; it fosters a greater capacity for creativity and the opportunity to try something new and take a risk, knowing that failure creates the chance to try again. It fosters resilience, a skill we know is extremely valuable for students of all ages. **For online learning to be effective, we must embrace asynchronous learning: it supports competency-based growth, it allows students to pause and reflect, to fail and move on at their own pace, to access a greater array of content as needed when time is not a limiting factor.**

In short: Synchronous learning provides more structure, relational engagement, and community; asynchronous learning allows independent consideration and expression, creativity and resilience. Both are important to student growth—though one looks more familiar as “doing school.” We all need to learn to see school differently.

While synchronous classes may be scheduled for longer, any presentation involving watching rather than doing should be limited to 30 minutes or less. Research—scientific and anecdotal—suggests that after 30 minutes, the educational value of screen time lessens significantly for students in our age groups. The concentrated effort of focusing on a screen is distinctly different than participating in a classroom experience, and in many cases, a teacher can “cover” as much in 30 minutes on screen as they can in a longer period in a classroom. A shorter period of time in synchronous, on-screen activity does not mean that less learning is occurring; it simply means that it's happening differently.

This means, of course, that asynchronous work will be a bigger portion of a student's learning than usual. For some students, this will be a relief, an opportunity to learn and grow at their own pace. For others, this will be a challenge, growing to become a better independent learner. For families—particularly of younger children, especially in these early weeks—asynchronous work will require more parental supervision, and we understand there will be days when this is not possible, given other family obligations. Let us know when a student needs more time or cannot complete an assignment; we'll work together to find a solution.

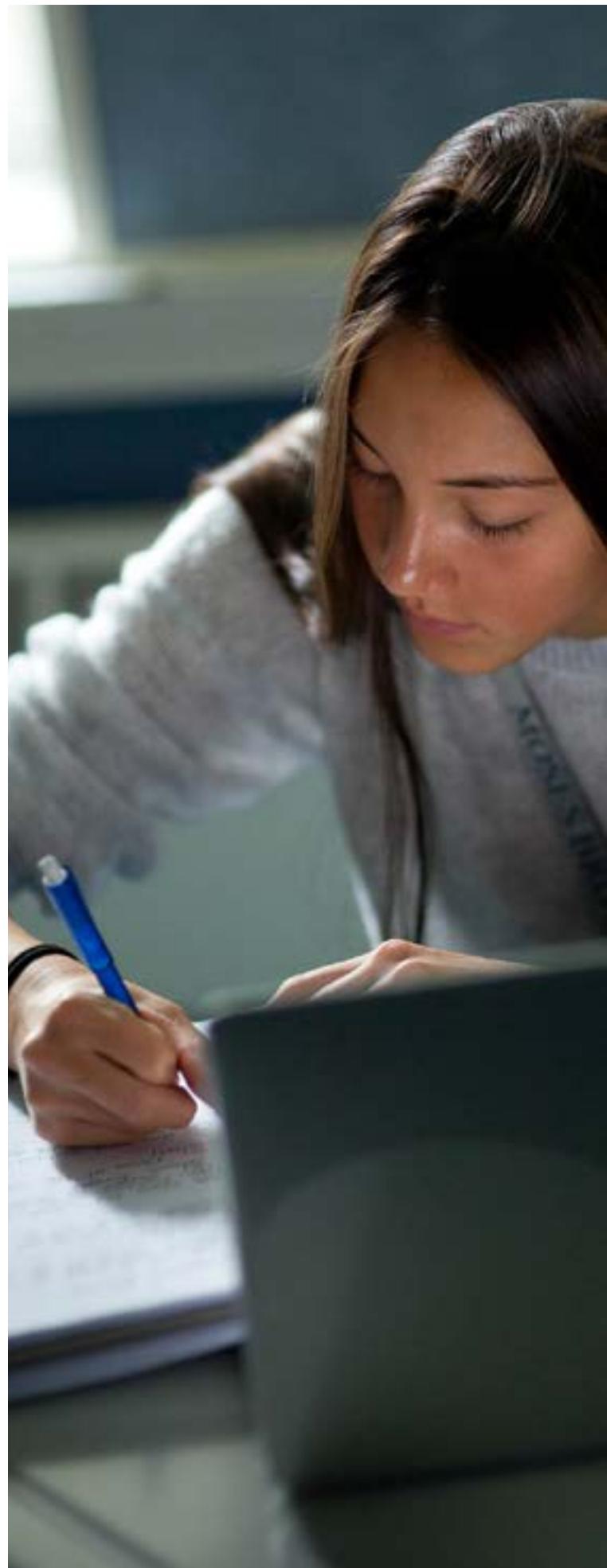
A major difference in distance learning involves the way we think about uses of time. The division between what would ordinarily happen in class, as opposed to what is completed outside of class, no longer exists. Daily work—rather than two separate components—is now the total of all the activities involved: reading, practicing, working problems, applying, listening, collaborating. These all are part of learning time. We offer, for each division, guidelines for the total amount of learning work that a student would spend each week on a course or subject area. This includes both independent asynchronous time and scheduled synchronous work. Teachers will clarify expectations for when synchronous experiences will be scheduled at the beginning of each week or rotation; they will share individual assignments on a daily basis, allowing them the flexibility to adjust those assignments as class unfolds (a mark of good responsive teaching).

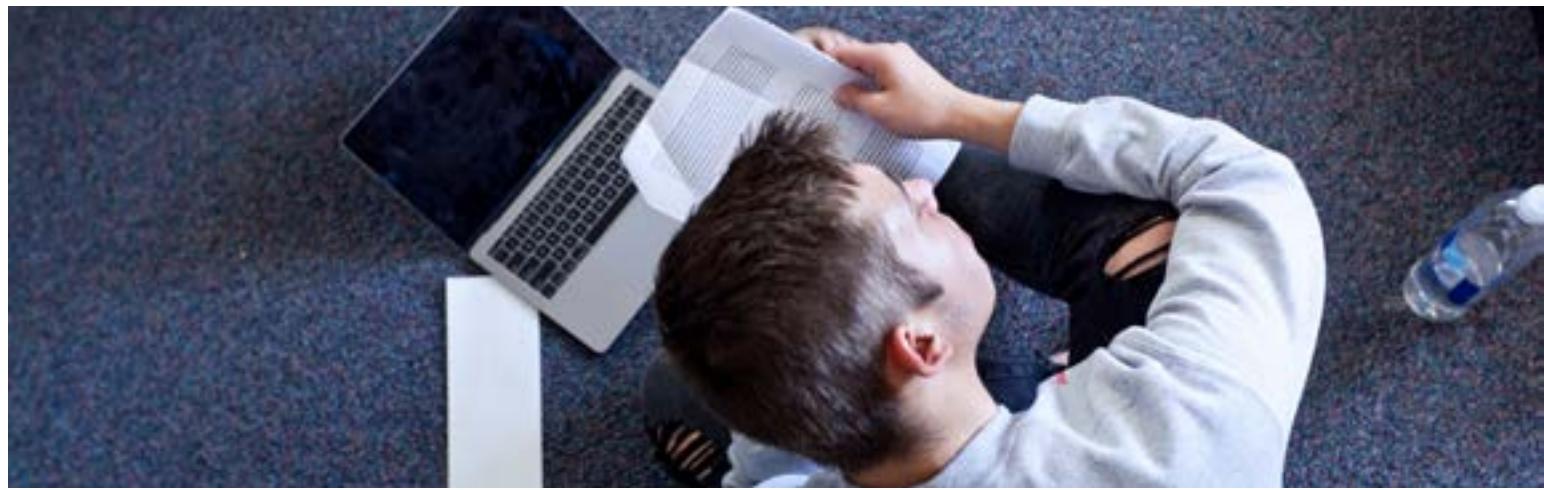
As schools across the country have shifted to distance learning, differences in access to devices, reliable wifi, and the necessity of sharing either or both, within the home and beyond, mean that access to synchronous experiences is variable. Younger students may need more support from adults in addressing their assignments—and those adults may be also working from home, trying to attend to their own meetings and work responsibilities. Still other parents are involved in essential work—medical professionals, grocery store employees, and of course, teachers. It is important to us that we understand how best to support your children's learning, and to help problem-solve when it needs to happen differently. Please communicate with your child's teacher, advisor, division head or Debbie about how best we can adjust the learning experience to respond to your particular circumstances.



General Guidelines for Parents and Guardians

- Help your child establish a schedule for their days. Students may feel that these are “free days,” and helping them determine how best to plan their time—including breaks—will ensure that they keep up with the assigned work, have time for recreation and maintain steady sleep patterns. Check in with them about their plans, and please contact appropriate teacher(s) and/or advisor if you or your child encounter difficulties in addressing the material.
- For younger (and some older) learners, we recommend printing out (or drawing out—with additional creativity!) a grid of their weeks and marking times during which synchronous class is planned. Students may work with their advisors, teachers, learning specialists (Jess Stewart or Krista Haskell) or parents in helping to plan ahead.
- Encourage students to work independently and allow that there will be challenges, failures and struggles along the way. Students will learn a great deal about themselves as learners during this time of distance learning, and a lesson they may learn is that they can do this—but they might not get things right the first time.
- Ensure that students have access to supplies for learning. For many students, this means access to a computer or tablet, as well as an internet connection. In families with multiple children of school age, this means sharing materials, and may require your intervention in how best to do so. Please contact your division head if you need help obtaining supplies or devices.
- Communicate with the school. Teachers, division heads, advisors and Debbie stand by, ready to support students’ work. Please keep in mind that they are also negotiating their own family challenges, so responses may not be immediate; we ask that you allow a reasonable time for a response to questions, and that you keep email focused but complete.
- Maintain a sense of school community. Coming to school each day is about more than learning, and one challenge in distance learning is the potential loss of a sense of community. Help your children consider how best to maintain contact with friends. They can form study groups (they’re good at this!), as well as check in with others through virtual means.
- Encourage healthy habits to limit stress. Good sleep habits, healthy eating, getting exercise, staying hydrated—as well as the guidelines specific to COVID-19 avoidance (washing hands, avoiding touching one’s face)—are all important during this time. If your child is feeling sick, treat this as you would a sick day at school; taking time off to recover is important, and we can help in determining a plan to “catch up” when the student is feeling better.





Online Behavior and Technology

Notice Regarding Utilizing Technology Platforms for Distance Learning

Dear Parents/Guardians,

We are thrilled with the beginning of Moses Brown's remote learning version 1.0 and hope that your students are adapting well. We write today regarding the digital platforms that are currently in use and those that may be utilized as we move into distance learning version 2.0. In order to facilitate some of our remote learning, our school is utilizing various remote technology platforms.

For the most part we are utilizing tools within the Google Educational ecosystem. This platform has been vetted for FERPA requirements regarding privacy concerns. It is also generally used throughout the schoolhouse during our normal school environment.

However, Moses Brown School may also utilize other platforms providing streaming video and school work online through other systems, such as Loom, Screencastify, Edpuzzle, Voicethread, etc.

Many of these products will have the ability to capture video and sound within range of the camera and microphone within your home (or anyplace your child uses this technology). Such information may also be seen or heard by other students sharing the distance learning platform. Also, portions of classes may be recorded and maintained as an educational record (such as musical/theatrical performances), or for review for those students who were unable to attend the class at the specific time.

For this reason, we are asking that you be mindful of your child's use of these technologies and protect your family's privacy while classes are in session.

Unless informed otherwise, the school assumes that a student's logging onto and/or using these platforms is done with parental consent

Sincerely,

Grant R. Henderson III, ghenderson@mosesbrown.org
Director of Technology

In addition, each summer, parents and students agree to the Empowered/Ethical Use Policy for the appropriate division, signing the statement below:

I have read the Empowered/Ethical Use Policy (EUP) accompanying this agreement and reviewed it with my child(ren). We agree to use all campus technology in accordance with the terms stated and/or implied. We understand that school denies all responsibility for the quality, suitability or accuracy of information found through the use of these services and makes no warranties of any kind, either stated or implied, for these services. Moses Brown School cannot be held responsible for lost or missing files and will not be held liable for any damages we suffer as a result of using campus technology and related services. We understand that if the rules set forth for campus technology are abused, it could result in disciplinary action

If you'd like to review the policies, the EUPs for divisions are linked here: [Lower School](#), [Middle and Upper School](#).

If students need assistance with technology or devices, they might consult their peers, putting to work their self-advocacy skills (if this is age appropriate). Other options include consulting their teacher or the tech specialist in each division.

Moses Brown's Tech department will continue their usual hours of 8:00am-4:30pm. **All requests for help should be addressed to technology@mosesbrown.org.**

Caring for your Physical and Mental Health

COVID-19 has disrupted every aspect of our lives, causing an increased degree of stress for all of us. Stress can wreak havoc on our physical and mental health, especially when it is prolonged and especially when we are isolated from those we may normally consider sources of social support and care. Being less connected, having less structure, being limited in our freedoms and having fewer options and choices means a feeling of (and to a degree, yes, a reality of!) less control. AND the good news is we still can control a lot!

Remember that we are wired to respond physically to external stressors (our fight, flight or freeze response system) and we are certainly facing a genuine threat to health but also our way of life—so under the circumstances, you're supposed to feel some anxiety right now. So the goal isn't to NOT be stressed (phew, that's good news!). Instead, it's about limiting our anxiety as much as we can by keeping perspective on facts not fears, choosing to focus on what you can control and not what you can't and practicing other distracting and stress management strategies. Sometimes when facing new situations we forget about the tools and strengths we have learned along the way from other challenging times and so we feel helpless. But we are not helpless! Here are some ideas or, more likely, some reminders of what you already likely know about how to care for your mental health.

Our school nurses will be available for questions and concerns in their “virtual offices”

Alice in lower school 8:00am–12:00pm. Alice may be contacted via [email](#) or text/call at 1-401-368-7838. Please leave a brief message including the name of your student.

Barret will continue to maintain her usual schedule in the middle and upper schools from 8am–3pm and lower school 12pm–3pm. You can contact her via [email](#) or text/call at 1-401-209-7036 and please identify yourselves as she does not have you all in her contacts.

Our counselors Jess and Krista will be available during regular school hours to “meet” with students and/or parents in need of a check-in for emotional support and/or support with managing time and study habits. Reach out to them by email to set up a time and method for connecting: jessstewart@mosesbrown.org for grades 7-12; khaskell@mosesbrown.org for grades N-6.

Get structured! First, one of the best ways to manage stress from the outside is to have a sense of structure or routine to how you move through your days. To go from having to report to work or school at a particular time and now not makes things feel open ended, blurring one thing to the next. It certainly makes everything feel unending, which is the last thing we need right now. So set specific scheduled activities during the day, that have a predictable start and end time to help life feel as compartmentalized as a work or school day normally would. It also gives us a sense of purpose, which may be sorely lacking if we don't create this for ourselves.

The schedule should include the kinds of activities you normally do, which most likely already include some really helpful **STRESS RELIEVING TIPS** as well, such as:

- **Exercise/movement.** It is well-understood that exercise and movement are excellent for physical and mental health. If you are used to playing traditional sports and now can't meet up with teammates, be sure to still spend an hour practicing skills of that sport (e.g., shooting hoops, throwing a lax ball against a wall, soccer dribbling, etc.). Running and even long walks are excellent cardiovascular options, as are low-impact activities like weights, stretching, pilates and yoga (our favorite app is Down Dog, which is free right now for everyone!! It's never the same workout twice, as long or as short as you'd like).
- **Creative time.** Let your mind and bodies create, which has been shown to reduce stress (e.g., coloring, art, poetry, cook or bake, knitting/sewing, make music, even fun dance moves).
- **Mental stimulation.** Spend time on academics or learning (with AND without electronics) to help your brains feel productive and keep us connected to the student/employee identity we nurture every day. Activities such as logic puzzles and brain teasers count, too (e.g., Sudoku, Wordscapes or a crossword app), in addition to researching topics in science or social studies that we need to for school or just because we have always wanted to know more about them.
- **Quiet time.** Turn inward and recharge, which can include daydreaming, watching the trees blow or other moments of mindfulness. Keep a puzzle on the dining room table to turn to when you need a distraction and a sense of productivity.
- **Outdoor time.** Get fresh air and sunshine, which have been shown to decrease stress and improve mental health. If you go for a hike, it's a two-for-one (exercise, after all).
- **Chores.** It's important to still feel a sense of shared responsibility in your home and family (this goes a long way for sustaining a sense of purpose in daily life).
- **Pets.** Spend time with your furry or feathered friends, benefitting from the company and calming effect they (usually) have.
- **Have set meal times,** to make sure that we give our bodies the sustenance we need but also avoid overeating out of boredom or stress. Planning meals allows us to make healthier choices to include vegetables and fruits, rather than always just going for take-out.
- Similarly, maintain a typical (or perhaps even healthier now!?) sleep schedule so both your body and mind stay healthy. Oversleeping can exacerbate a sense of boredom, stagnation and purposelessness, so don't just lounge around all day (as tempting as that may be).
- **Limit the news!** Ask friends and family to let you know if anything significant happens but otherwise give yourself some hours and maybe even whole days when you don't check the news. This is hard, since we're constantly looking for reassurance when we are anxious or stressed but right now that's pretty hard for anyone to give us, so we won't yet relax anyway. If we can decide that we don't need that and accept that it's OK to not have that right now, we can get the space we might need from the stressors themselves.

There is also the tried and true strategy of **DISTRACTION!** — truly putting your mind on something else entirely, such as movies/shows, games (video or good old board games), reading, watching cooking shows or Lego Masters, cleaning out your closet, rearranging your room, etc). Just remember to keep the tool of “escape” in moderation so we don’t neglect the other healthy stress management tips (e.g., gaming or binge-watching for 20 straight hours and forgetting to eat, shower and get some fresh air).

And be sure to include **conscious moments of optimism and faith**, where you remind yourself about what’s bigger, beyond ourselves. And that all things are temporary and we will get through this, even if we can’t yet know when. And that that’s okay.

There is also this really helpful resource through the MB library, that includes facts and tips for coping (thank you, Jason and Anne): library.mosesbrown.org/coronavirus

In the meantime, if your stress level is something really challenging to manage, or you already struggle with depression, anxiety or other mental health issues, be sure to turn to professional help. In Rhode Island (and select other states), insurance companies are required to cover teletherapy (videochat or even by phone) so that people can still “see” their counseling providers right now.

If you don’t already have a provider you can find one through a few websites, or contact us for local resources:

nami.org

apa.org

abct.org

zencare.co

psychologytoday.com

Also, online therapy is becoming more common, with talkspace.com as one of the most popular options.

There are also a number of apps that support mental health through researched counseling techniques. We have not vetted all of these personally and are not specifically endorsing or recommending one over another, see this review by the Anxiety and Depression Association of America: adaa.org/finding-help/mobile-apps.

APP SUPPORT:

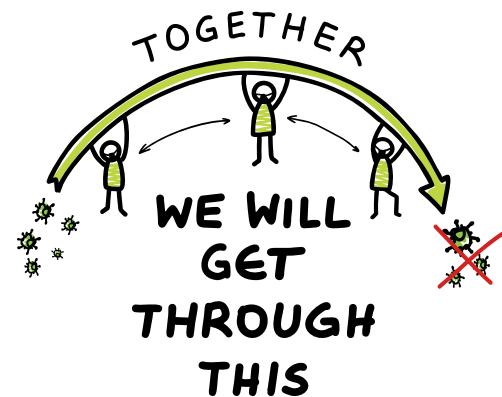
- MoodKit
- Mindshift
- Happify
- Calm
- Headspace
- Panic Relief
- Self-Help Anxiety Management
- Worry Watch
- Breathe2Relax

Remember that you are **NOT** alone right now, no matter how isolated you may be. Reach out to friends, families, advisors and us—MB’s mental health care team,

Jess Stewart, jessstewart@mosesbrown.org

Krista Haskell, khaskell@mosesbrown.org

STAY CONNECTED! One of the most important things to include is staying connected with other people. Not just the people you live with (and will probably get sick of at some point), but most especially the people that you usually see but now you can’t. Technology allows us to watch a show or movie simultaneously with a friend (Netflix Party or FaceTime while watching the same thing together) or “meet up” for coffee, even if through a screen. FaceTime is an amazing thing, but so is a good old- fashioned voice to voice phone call. When was the last time you talked to your favorite aunt? Or checked in on your grandfather, who’s probably feeling even more isolated than you are. But we want to make sure that when we call our grandfather that we don’t talk only about how sad, frustrated or anxious we are in our current situation. While that is important to name, monitor and validate for each other, use this time to let positive memories and connections lift your mood and keep you tethered. When we reminisce about stories we lived in a happier time, it reminds us of the balance in life, which includes love and laughter. It helps us draw from strength of family and persistence, reminding us of our resilience.



If you find yourself really overwhelmed and in need of urgent support, remember these hotlines for immediate support:

Crisis text line: text home to 741741

National suicide prevention hotline:
1 (800) 273-8255

Also, Rhode Island has a program for those 18+ who are going through a mental health or substance use crisis. It is called BH Link. The website is bhlink.org. There is also a 24 hour hotline. The phone number is (401) 414-LINK/ (401) 414-5465.



LS Resources

Technology Questions:

[Erika McEnergy](#)

Academic Questions:

Classroom Teachers

Program Questions:

[OJ Martí](#)

Emotional Support:

Classroom Teachers

[Krista Haskell](#), N-6 counselor

Library Resources

[Laura Gladding](#)

Additional Math Resources

[Susan Pirruccello](#)

Additional Reading Resources

[Samantha Bradshaw](#)

Lower School

The goals for the Lower School distance learning plan are to keep children engaged so they can learn and grow, while also providing them with meaningful opportunities for connection and community.

The lower school faculty believe that lower school students will need significant oversight from their parents, and with that in mind our goal is to be as flexible as possible with expectations and grading.

We know that there are different circumstances in different families—and even within families, any day can be different than another. Please know that we want to partner with you for your child's success, learning and happiness; if that means that a student cannot complete their work on a given day or days, just let us know so that we can support the student.

Moses Brown Lower School Distance Learning 2.0

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-10:00	Morning Meeting and Synchronous Learning	Morning Meeting and Synchronous Learning	Morning Meeting and Synchronous Learning	Morning Meeting and Synchronous Learning	Morning Meeting and Synchronous Learning
10:00-10:30			Recess		
10:30-12:00	Asynchronous Learning	Specialists: Synchronous Learning	Asynchronous Learning	Specialists: Synchronous Learning	Asynchronous Learning
12:00-1:00		Lunch and Recess (Lunch bunches at teacher discretion)			
1:00-2:15	Specialists: Synchronous Learning	Asynchronous Learning	Specialists: Synchronous Learning	Asynchronous Learning	Specialists: Synchronous Learning
2:15-2:30		Movement Break			
2:30-3:00	Asynchronous Closing Circle			Synchronous Closing Circle	

ASSIGNMENTS. All assignments for the day will be posted by 8:00pm the evening before unless a teacher has scheduled a synchronous meeting time later in the day to explain the assignment.

Lower School Student Responsibilities

- Establish a daily routine for your schoolwork
- Find a comfortable, distraction-free place in your home where you can work
- Complete all daily assignments and put forth your best effort. IF you don't finish that's okay
- Abide by our Quaker values in all that you can
- Communicate with your classroom teachers and the learning support team as needed

How Can Lower School Parents Help?

We understand that this is new territory for all of us. To help make the most of this situation, the following list may be helpful.

- Establish routines and expectations for your child
- Establish beginning and end-of-day check-ins with your child
- Help them create a comfortable, distraction-free place to work
- Monitor communications from the school and your child's teachers
- Partner with your child's teachers and reach out should any challenges arise
- Help your child to plan out their work for the day and check in to keep them focused and on task
- Help your child "turn his/her work in" through the channels laid out by the teacher
- Take an active role in your child's learning and assist them in walking through instructions when needed
- Provide opportunities for your child to play and move outside
- Take advantage of opportunities to engage your child in the arts or other creative pursuits
- Be mindful of your child's physical and emotional health
- Reach out to counselors, learning support, etc. as needed
- Monitor your child's screen time
- Set clear rules around using technology for social interactions and monitor their usage
- Be a calm presence for your child
- Be a supportive partner of teachers and the school

Synchronous Learning for Lower School Students

Academic Subjects (Math, Language Arts, Social Studies):

2-3 synchronous experiences per week per content, 25-30 minutes

Specialists:

1 synchronous experience a week, 15-30 minutes screen time per student



Specialist Learning Schedule (1/2 groups)

While synchronous teaching will happen during the block below, the synchronous teaching time will not exceed an hour total.

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	10:30	1:00	10:30	1:00	10:30	1:00	10:30	1:00	10:30	1:00
K	Music	Spanish	Science	Art	Library		Tech		Woodshop	
1st	Science	Art		Music	Spanish		Woodshop		Library	Tech
2nd	Library	Tech	Art		Science	Spanish		Woodshop		Music
3rd	Art		Tech		Engineering	Science	Music	Spanish		Library
4th	Tech		Woodshop			Library	Science	Art	Music	Spanish
5th	Spanish		Music	Science	Woodshop		Library	Tech	Art	

PHYSICAL EDUCATION classes will not hold synchronous class meetings. Students will be expected to complete assigned work in their free time.

Early Childhood specials will be scheduled via classroom teachers.

Middle School

The middle school faculty believe that middle school students are prepared to navigate distance learning with minimal oversight from their parents. All middle school students have experience using Google Classroom as our learning management system and every teacher will deliver and collect daily work through this system.

The Distance Learning Middle School schedule has been designed to create both flexibility for instruction and predictability for students and teachers. We will move away from the 7-day rotation and to a more consistent 5-day model for class experiences and connections with teachers. The schedule is included below.

Middle school students will have 2 to 4 synchronous class experiences per day. However, each class experience will be relatively short, approximately 20 minutes in length, to provide instruction, opportunities for support and guidance about strategies for approaching the work assigned.

Middle school students should expect 2-3 hours of work per week for their core subjects in Math, English, Science, World Language and History. For “minor” courses in Drama, Art and music, they will have 1-2 hours per week of work to complete. Teachers will vary between daily assignments and multi-day collaborative projects. For each long term project, teachers will establish the daily expectations for work.

Physical Education teachers will provide activities and exercises to complete during a student’s free time, but will not host synchronous learning opportunities.

Middle School teachers will continue to provide critical feedback to students about their skills and performance on required assignments. Teachers will create different types of assessments to identify and assess student’s understanding of content and skills.

Moses Brown Middle School Distance Learning 2.0

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45-9:00	Advisor Check-in	Advisor Check-in	Advisor Check-in	Advisor Check-in	Advisor Check-in
9:00	Assignments Posted: Students use this time to organize assignments, plan their day and prepare for classes.				
9:15-12:00	Academic Team Time	World Language Classes	Academic Team Time	World Language Classes	Academic Team Time
12:00-12:45	Lunch and Social Time				
12:45-2:15	World Language Classes	Academic Team Time	World Language Classes	Academic Team Time	World Language Classes
2:15-2:50	Arts Classes: Drama, Studio Art, Woodshop	Music Classes	Arts Classes: Drama, Studio Art, Woodshop	Music Classes	Arts Classes: Drama, Studio Art, Woodshop

Students will complete Physical Education workouts and Wellness (Resiliency and Drug Education) assignments during their free time.

Notes about the Schedule

- **ASSIGNMENTS.** All assignments for the day will be posted by 9:00 unless a teacher has scheduled a synchronous meeting time later in the day to explain the assignment.
- **ADVISOR CHECK-INS.** Advisors will check in daily with their group to deliver messages, offer guidance and continue that connection. If an advisor is unable to meet with their advisor during this morning time slot, they will coordinate another meeting time later in the day to connect with their group.
- **ACADEMIC TEAM TIME:** Teachers will notify the students via their Google Classroom sites about any mandatory synchronous meeting times. Students are expected to attend any synchronous learning times on time, enter the meeting sites on mute and remain focused on each meeting. Teachers will require each student to identify themselves visually at the start of the class and when they ask questions. Synchronous meetings may be quick check-ins to explain work, designed as extra help or “question and answer” sessions or discussion-based activities determined by the teacher.
- **WORLD LANGUAGE CLASSES:** World Language teachers will notify students about their designated class times on Monday-Thursday. Friday’s World Language time will be dedicated to extra help sessions, open office hours and small group work with the teachers. Students who are struggling may be required by their teacher to attend office hours.
- **ARTS AND MUSIC CLASSES:** Similar to the Academic Team time, these time slots will be dedicated to class meetings and on-line check-in time for arts and music faculty to meet with students. Art and music teachers will communicate their expectations for synchronous class meetings in their Google Classroom.
- **PHYSICAL EDUCATION and WELLNESS** classes will not hold synchronous class meetings. Students will be expected to complete assigned work in their free time.



Middle School Student Responsibilities

- We expect students to establish a simple and clear daily routine and use their planners to manage their work.
- We expect students to read their MB emails regularly during the day to access any new messages.
- We expect students to maintain the same level of behavioral and community expectations on-line as they do in the schoolhouse. Students will be held accountable for poor decisions which impact the safety and learning environment of other community members. In fact, at this time, we expect that students will extend more kindness, help and welcoming spirit to all community members.
- We expect that students will be on time for each synchronous learning opportunity. They will join the meeting on “mute,” be present visually and be respectful in their participation and focus during those meetings.
- We expect students to maintain their connection to Google Classroom and other classroom resources and to communicate technical issues in a timely manner to the appropriate people.
- We expect students to practice their self-advocacy skills by using their advisors, teachers and classmates as resources for their learning.
- Without written permission from a teacher or Head of Middle School, students should never record, screenshot, share, re-post or otherwise capture digital content created or images of classmates during a video class.

MS Resources

Technology Questions:
[David Wasser](#)

Academic Questions:
Classroom Teachers

Social or Organizational Guidance:
Student's Advisor

Program Questions:
[Jared Schott](#)

Attendance:
[Marie DelPadre](#)

Emotional Support:
Student's Advisor
[Krista Haskell](#), N-6 counselor
[Jessica Stewart](#), Psychologist

How Can Middle School Parents Help?

We understand that this is new territory for all of us. To help make the most of this situation, the following list may be helpful.

- Assist their middle school children in establishing a daily routine and help them maintain a distraction-free environment for learning.
- Allow their children to practice their self-advocacy skills by reminding them about the many resources available to them.
- Communicate with their child's advisor with concern, questions and need for support.
- Assist their child in making non-academic social connections with classmates.
- Work with the school as a supportive partner in this new experience.



US Resources

Academic Questions:
Classroom Teachers and Advisor

Program Questions:
[Elise London](#), US Division Head

Emotional Support:
[Jessica Stewart](#), Psychologist
[Barret Clarke](#), Nurse

Upper School

Students should be able to manage the expectations of work in the upper school with minimal parent engagement and support.

Academic Class Meetings and Advisory

The upper school schedule for distance learning was designed to create more predictability for students along with flexibility of instruction. This calendar also preserves a common and predictable time for both office hours and advisory. We created a schedule to maintain our community engagement—allowing time for all upper school school meetings (or video Monday Messages), Meeting for Worship and affinity groups. The schedule also builds in necessary breaks to minimize screen time, as well as time for students to move around and get outside.

Specifically, the upper school will move from our seven-day schedule into a five-day schedule. There will be a predictable schedule connected with each day of the week. Each day will begin at 9:00 with an advisory check-in, and the school day will end no later than 3:00pm. The advisory check-in may be via text or email, or in the form of a synchronous Google Hangout Meet. Advisors will connect with advisees to let them know how to check in. Advisors will be taking attendance in MyMB for the remainder of our distance learning period.

Each class will have three designated meeting times in a week, each for 45 minutes. Students should have 2 to 4 synchronous class experiences in a day. Upper school teachers will use the following guidelines to develop their plans for the week:

- Plan to gather with each class for a synchronous experience during 2 or 3 of the designated class meeting times per week
- Limit each synchronous experience to 30 minutes—this time might be used for a group check-in, a short period of instruction, an opportunity for support and guidance about ways to approach the asynchronous work assigned
- Develop plans to support 3-4 hours of total learning work per week per subject (this time limit includes synchronous experiences during class blocks and asynchronous work assigned for students to complete on their own schedule)

Grading and Assessment

Moses Brown Upper School will continue to use our standard grading practice in the 4th marking period. Teachers will keep the following principles in mind as they design assessments, offer feedback and evaluate student work:

- To recognize that there is anxiety about grades, feedback and assessment in this new form of learning
- To offer, where possible, a menu of assessments so that in this independent learning scenario students have voice and choice in how they demonstrate their learning
- To acknowledge that grades are a form of feedback – developmentally appropriate for high school students to help them gauge their learning
- To understand that the 4th marking period might happen with fewer assessments—but still meaningful assessments—over the remainder of the term
- To provide an opportunity for students to show what they can do and show their work—to give students the opportunity for success and continued improvement

Moses Brown Upper School Distance Learning 2.0

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-9:15			Advisory		
9:15-10:00	Block 1	Block 5	Block 2	Block 6	Block 3
10:00-10:30			Break		
10:30-11:15	Block 2	Block 6	Block 3	Block 7	Block 4
11:15-12:15	Lunch	Lunch Grade Groups	Lunch Grade Groups	Lunch Grade Groups	Lunch
12:15-1:00	Block 3	Block 7	Block 4	Block 1	Block 5
1:00-1:15			Break		
1:15-1:45	Community Block Monday Message	Community Block Affinity Groups	Community Block Advisory	Community Block MFW	Block 6
1:45-2:15			Office Hours		
2:15-3:00	Block 4	Block 1	Block 5	Block 2	Block 7

Organization and Technology Support

Students who use the Outlook calendar function of their MB email find it easy to track the Google Hangout Meet synchronous learning experiences. Teachers will either send invites through the calendar feature of MyMB or invites through the Outlook calendar to help students track their synchronous class meetings.

Students may find that the use of a paper-based or digital planner tool will be helpful to keep track of assignments and meetings.

For technology support—students should reach out to their teacher first, and then email the Technology Office.

[Technology Office](#).

We will use **Google Hangouts Meet** for our synchronous classes and any small group or 1:1 meetings. 1:1 meetings will be recorded by the teacher who is hosting the meeting. Google Hangouts Meet allows students to call in (on the phone) if they are not able to join the video-conference portion of the class. Some students will not be able to join a class due to family obligations, device sharing or other reasons, and teachers understand this. It is the responsibility of the student to communicate with the teacher about the needs for missing a synchronous class.

- [Google Hangouts Meet training and help page](#)

Technology recommends two extensions to Google Meet:

- [Grid Gallery View for Meet](#)
- [Nod \(non-verbal reactions\) for Meet](#)

Video Conferencing Norms:

- Students may not screenshot or record a Google Hangouts Meet without the permission of the host/faculty member
- Headphones with microphone are recommended
- Wired headphones (not bluetooth/airpods) are preferred
- Keep a close frame around your face to minimize background (close video if you would prefer to only join with audio)
- Mute yourself when entering a meeting
- Remain muted unless you are planning to talk
- Attend meeting in an appropriate learning environment and dress
- Have the Chat window open during meetings
- Use “raise hand” feature
- Try to speak one at a time



Community Engagement

Grade Deans, Beth Lantz, Student Senate, Affinity Space leaders and Jen McFadden are working hard to preserve and protect opportunities for community engagement during distance learning. These are longer blocks built into the schedule—these would include:

- **Monday Message**—a video recorded event that is shared with the US community via email on Monday afternoons
- **Affinity Groups**—as when school is in the building, attendance at affinity groups is encouraged but not required. The leaders of affinity spaces will reach out to students via email with information
- **Advisory**—on Wednesday afternoon there is a mandatory long-block advisory period for students
- **Meeting for Worship**—on Thursday afternoons there will be an encouraged but not required MFW space. Jen will reach out to the US community with details on how to participate
- **Grade Group lunches**—Grade Deans and Student Senate will be in touch with students about these encouraged but not required opportunities to connect

Co-Curricular

Faculty and staff across the school are working to sustain many co-curricular opportunities, especially in the arts and athletics. However, spring term co-curricular activities have been put on hold during the period of distance learning. Students who need to fulfill their Fitness requirement are strongly encouraged to keep up with their athletic team and coach (or after-school PE). Students who are planning to drop their athletic program for the spring need to be directly in touch with their coaches, advisor and Mrs. P.

Wellness & Athletics

- Students should use resources of the Wellness Department—reaching out to Jess Stewart or Barret Clarke during the school day
- Joyce is holding regular “office hours” in the training room where students can make appointments to check in
- Northeast Strength Trainers (NEST)—the trainers from the Fitness Center after school—will be sharing daily links and workouts for our afternoon PE students and athletes. These will be shared through the Athletics Department and the MB website
- We are providing ongoing opportunities for athletic engagement and mentoring. Philosophically, we believe that physical activity is important for student health and wellness
- All spring athletic coaches are reaching out to teams to share workouts and points of connection. Students are strongly encouraged to maintain that connection to their team and coach
- All students, even those not currently participating in an athletic team, are recommended to take breaks during the day and these breaks are built into the schedule

Student Responsibilities

- Students will check their MB email daily, before 9am
- The MB guidelines for academic honesty are still in place. The consequences of an academic honesty violation are the same as they would be during building-based school. Here is a link to the [Moses Brown School Handbook](#). All school rules, as outlined in the Handbook, are in effect and students will be held accountable. Students and families should particularly refer to the Ethical Use Policy (p. 43-44), our School Community Expectations (p. 58) and the expectations for Academic Integrity (p. 59-60)
- Students will be on time for synchronous learning experiences, or will communicate ahead of time with their teacher about their reason for being absent. When students join a synchronous meeting they will have “video on” and “sound off.” Student participation during all synchronous meetings must be respectful and follow the guidelines for our school community expectations
- Students will use their self-advocacy skills to use resources available—including advisors, teachers, classmates and technology support as needed
- Students will alert advisors and teachers of any technology issues in terms of device availability and internet connectivity

Upper School Parents

- As needed, assist in establishment of a daily routine (up by 9:00am!) and help in the maintenance of a distraction-free environment for learning.
- Communicate with their child’s advisor and the division head with concern, questions and need for support.
- Work with the school as a supportive partner in this new experience.

College Counseling

College Counseling in the Upper School will continue in a remote fashion during the period of distance learning. The three co-Directors of College Counseling are working to support students as they navigate the college process. The College Counseling Office is also the resource for students and parents for questions related to standardized testing.

- **Email** is the best way of being in touch with members of the College Counseling Office. 11th and 12th grade families with questions should email their assigned college counselor. 9th and 10th graders and families with questions should email [Jill Bansal, College Counseling Office Coordinator](#), who will answer those questions or direct them to a member of the College Counseling team.
- **Phone calls and virtual meetings** for 11th and 12th graders and parents/guardians are available by appointment during school hours. Those requesting a call or virtual meeting should email their college counselor with a few possibilities of dates and times; the meeting will be confirmed with a link or other contact instructions. Students cannot miss a live distance learning class for a college counseling conversation.
- **Course selection advice** from the College Counseling Office is available in the Junior Course Signup Information Google Folder that has been shared with juniors and advisors. A screencast captures general recommendations for course selection. There is also a document that students considering seven courses (no free periods) are strongly advised to read. Students who have questions about what classes are a good fit for them should read course descriptions, talk with current teachers and speak to their advisor prior to consulting College Counseling.
- College Counseling **programming and presentations** will be delivered virtually throughout our period of distance learning. As is the case when distance learning is not in effect, students are responsible for knowing the content of all College Counseling programs, including those delivered electronically.
 - Community blocks and other school-day programs for juniors will be delivered via Google Classroom; handouts and additional resources will also be shared with students there. New content will be posted most Tuesdays in April and May.
 - The content of the 11th grade student and parent/guardian program (originally scheduled for the evening of April 15th) will be shared electronically with families as well—details on how to access the information will be emailed to Class of 2021 students and families.
- In addition to checking email for any **information or updates about college admissions and standardized testing** that the College Counseling Office may send, families should regularly check the [SAT/College Board website](#) and [ACT website](#), as well as individual college admission websites, for detailed information.

Frequently Asked Questions

What if I left my computer or other materials at school?

Please email your Division Head. With your guidance, we hope to locate your items, bundle them up and deliver them curbside at a mutually agreeable time. We need to avoid having students and parents in the buildings so that we can maintain social distancing for essential employees still working at the school. If you need to retrieve a musical instrument, please contact the Chair of the Performing Arts Department, Justin Peters, at jpeters@mosesbrown.org.

Whom do I contact with questions about distance learning?

General Academics:

[Debbie Phipps](#), Assistant Head for Academic Affairs

Lower School:

[OJ Martí](#), LS Division Head

Middle School:

[Jared Schott](#), MS Division Head

Upper School:

[Elise London](#), US Division Head

N-6 Counseling:

[Krista Haskell](#), N-6 counselor

7-12 Counseling:

[Jessica Stewart](#), Psychologist

IT/Technology:

[Grant Henderson](#), Director of Technology



MOSES BROWN SCHOOL
250 Lloyd Avenue, Providence, RI 02906
www.mosesbrown.org

Our School in Action



[FACEBOOK.COM/MOSESBROWNSCHOOL](https://www.facebook.com/mosesbrownschool)



[TWITTER.COM/MOSESBROWN](https://twitter.com/mosesbrown)



[INSTAGRAM.COM/MOSESBROWNSCHOOL](https://www.instagram.com/mosesbrownschool)



[YOUTUBE.COM/MOSESBROWNSCHOOLNEWS](https://www.youtube.com/mosesbrownschoolnews)