



# Wesleyan Academy Keeping You Safe!

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## Eagles Interactive Remote Learning Work Plan Fall 2020

# Part 1: Main Goals and Vision of Learning



The Covid-19 pandemic presents the most serious health crisis the world has experienced in recent years. Looking forward to the 2020-21 School Year, Wesleyan Academy's priority is to keep our families, students, teachers, and staff safe.

As previously informed, with our Eagles Interactive Remote Learning (EIRL), we strive to accomplish **4 main goals** in a remote learning setting:

- Provide a full spiritual program
- Deliver successful learning for our students
- Prioritize the social-emotional learning of our students
- Support our students, parents, teachers, and staff



We endeavor in this Remote Learning Plan (RLP) to provide a flexible learning framework with guidelines that can be implemented in a variety of circumstances. A RLP was last implemented during the 2019-2020 school year from March through May when schools closed. Some of the lessons learned from that experience are now shared in this document.

WA's approach to remote learning begins with the assertion that teachers must find new methods for teaching that allow students to engage in social interaction and to provide timely and specific feedback to support student growth and learning. Additionally, a successful learning plan must strive to balance student learning in ways that bring curriculum to life.

This approach reflects our conviction that quality learning can occur at a distance. Technological devices and LMS's (Learning Management Systems), like **Google Classroom**, are tools that facilitate connection and interaction in a remote setting. Our goal is for students engage in live classes that promote communication and engage in authentic learning experiences, while continuing to be physically active.



## Think Differently

Current circumstances challenge educators to think differently about our priorities and place the safety of our community first, while inspiring us to embrace new opportunities for students to learn in authentic and meaningful ways.

During the summer, teachers have had training provided by ISS (International School Services), an organization dedicated to support the global education community. Through these professional developments and learning discussions, teachers have had time to reflect on how to redesign lesson units, instructional activities, and course subjects to integrate best practices in distance learning. Essential discussions about the use of digital platforms to provide students with a rich learning experience, strategies that promote student engagement in a remote setting, how to encourage student to student interaction to support their social-emotional needs, and addressing the needs of different types of learners are at the core design of the EIRL plan.

You can check it out at <https://www.iss.edu/who-we-are/about>

# Part 2: Support During Remote Learning Semester

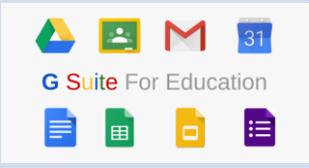
Regarding WA's core technological and communications systems, the following FAQs to describe how we will communicate and manage learning during the implementation of EIRL.



**? How will WA communicate with parents, students, and faculty/staff during campus closure?**

**A** *WA will continue to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. All these systems are remotely accessible. They contain the tools that will allow us to ensure that all students and parents are receiving important communications.*

The table below describes these systems:

Channels	Audience	Access
Google GSuite 	Students across all divisions	Google GSuite will be used by all teachers. Google Classroom will be the Learning Management System (LMS) in all grades. <a href="#">Google Classroom Login Instructions</a> For video conferencing in small or large groups, we will use Google Meet. <a href="#">Google Meet Training</a>
Plus Portals 	Faculty, staff, parents, and students	Plus Portals is still the main communication portal between parents and teachers from 1st to 6th grade. <a href="#">Plus Portals WA</a>
Help Desk 	Staff and parents	787-720-8959 Elementary School Ext. 1249 High School Ext. 1240
Tech Support 	Faculty, staff, parents, and students	Our school Tech Dept. is available to assist our community with technology school related issues at: <a href="#">Support</a>

**? What Learning Management System (LMS) will be used?**

**A** *WA will be using Google Classroom as its main LMS and primary form of communication between students and teachers. It makes teaching more productive and meaningful by streamlining assignments, boosting collaboration, and fostering communication. Educators can create classes, distribute assignments, send feedback, and see everything in one place. Google Classroom also seamlessly integrates with other Google tools like Google Docs and Drive. This platform is secure to our school's domain and directly monitored by our teachers.*



**? How will my child be able to access Google Classroom?**

**A** *Each student will be able to access Google Classroom by using a school issued-email and class codes. Since this information is confidential, an email containing all the information needed to log in to the school domain and Google Classroom will be sent to the parents via Plus Portal.*

**? How can I access the Help Desk?**



**A** *School staff will be working on-site. This means that parents may call the school and connect via phone with school personnel for help or assistance.*

# Part 3: Distance Learning Guidelines for Teachers

As we learned in the spring of 2020, remote learning differs from in-person instruction. Teachers need to think differently about how to communicate effectively, give instruction, and provide timely feedback; how to design engaging lessons and assignments that are authentic and meaningful; and how to ensure students continue to collaborate and communicate with others. The following guidelines below are intended to help teachers across all divisions reflect on ways to ensure successful distance learning.



## **1. Relationships First**

Provide a period for students to acclimate back to school. Focus on the whole child and use this period to reestablish routines and relationships.

## **2. Welcome new opportunities and possibilities for your students**

EIRL plan's purpose is to bring some normalcy and routine to students' lives. However, we shouldn't ignore the opportunities resulting from this school closure either. Teachers may encourage students to use writing, videos, drawing, painting, and/or music to process their thoughts, worries and emotions in a positive way. Furthermore, the crisis might provide other real-life opportunities for students to engage in interdisciplinary projects associated with this crisis.

## **3. Design engaging synchronous learning experiences**

When it comes to student engagement and learning, relationships matter as much online as they do in person. Teachers will continue to use Google Meet to provide live remote classes following each grade's schedule designed to be age appropriate and consider the students' needs.

## **4. Teachers as facilitators**

Distance learning challenges teachers to think more deeply about how to introduce content, design engaging classes, and provide specific and timely feedback. Teachers become facilitators while students gain ownership of their learning. This helps students stay motivated and engaged in learning even when they are not physically in school.

## **5. Integrate asynchronous experiences within the live context**

Teachers may use other learning platforms like Khan Academy, Padlet, ReadWorks, among others to individualize and differentiate the instruction, and be able to reach all learners.

## **6. Less is more**

To ensure students learn the required grade level standards, teachers will focus on the “power standards” which are the most important for students to learn in each grade. In other words, teachers should take a less-is-more perspective, including the pacing of lessons and assignments.

## **7. Think differently about assessment**

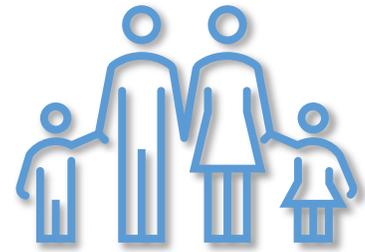
Assessment is one important adjustment teachers should make within a remote learning model. Teachers are encouraged to think about the end goal to performance and provide authentic assessments instead of sticking to a traditional assessment method that doesn't fit remote learning. This will positively influence the experience for students, reveal the strengths of remote learning, and prevent frustration when traditional methods do not work.

## **8. Effective communication is fundamental**

While most students will have reliable online access at home and the necessary devices for remote learning, occasional interruptions may happen. Teachers should remember that each family's situations vary, and they should avoid assumptions about the capabilities or restrictions students are facing. Teachers should open a dialogue with families and avoid assuming that all students' circumstances are the same.

# Part 4: Remote Learning Guidelines for Parents

We are in this together! 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 remote learning, while others may struggle. The guidelines provided below are intended to help parents think about what they can do to help their children find success in a remote learning environment.



## 1. Review routines and expectations

In our previous remote plan parents were encouraged to establish routines and expectations as we implemented remote learning for the first time. Many parents did so, which was critically important to their children's success. We encourage you to have a conversation with your child about what worked, what didn't, and what needs to change. It is important that parents discuss the remote learning expectations and code of conduct with their children.

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

We encourage families to establish a space/location where their children will learn most of the time. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible.

## 3. Monitor communications from your children's teachers

Teachers will communicate with parents through **email**, when and as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. Wesleyan Academy wants parents to feel they can contact their children's teachers. However, we kindly ask parents to remember that teachers will be communicating with dozens of other families, and that communications should be via email (not Google Classroom), **during working hours 7:30 am to 3:30 pm**, essential and to the point. As always, teachers should return an email communication within 24 hrs.

## 4. Begin and end each day with a check-in

Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask What resources do they require? What support do they need? It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents (that's normal!); nevertheless, they should. Remote learning environment may be a challenge for some students, these check-in routines need to be established early, before students fall behind or begin to struggle.

## 5. Establish times for quietness and reflection

A huge challenge for families with multiple children will be how to manage all their children's needs, especially when those children are different ages and require different attention. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling headphones to block out said distractions.

## **6. Encourage physical activity and/or exercise**

Make sure your children remember to move and exercise. This is vitally important to their health, well-being, and to their effective learning. WA's physical education teachers will provide live remote classes with activities or exercises, but it is important for parents to model and encourage exercise! Think also about how your children can help around the house with chores or other responsibilities. This helps avoid the monotony of a full day in front of a computer but also turns this unusual experience into a life skills learning opportunity.

## **7. Monitor how much time your child is spending online**

The purpose of EIRL is not for students to be staring at computer screens for 7-8 hours a day. Since school is now online, recreational use of devices should be minimized to avoid eyesight fatigue and unnecessary passive periods of time. We would like to remind parents that remote learning is a new and innovative model. The school principal, department chairs or teachers may periodically check in with you to assess your experience at home and what we need to adjust. We thank you in advance for your patience and partnership!

## **8. Remain mindful of your child's stress or worry**

Our school counselors, dean, and chaplain will keep providing our community with the usual support. However parents should be attentive to signs of worry, anxiety, and the full range of emotions students may experience. You may contact our Counseling Department for assistance or any needed help. But please, as hard as it may be, do your best not to transfer your stress or worry to your children.

## **9. Keep your children social, but set rules around their social media interactions**

We are fully aware that students miss their friends, classmates, and teachers. Help your children maintain contact with friends and connect with when circumstances permit. Please also monitor your children's social media use, especially during an extended school closure. Older students will rely more on social media to communicate with friends. Social media apps such as SnapChat, Instagram, WhatsApp, or Facebook are not official school channels of communication. We ask 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.

# Part 5: Roles and Responsibilities

Roles and responsibilities of school personnel, students, and parents, are delineated below.

School Personnel Roles & Responsibilities	
Administrative Team and Administrative Assistants	<ul style="list-style-type: none"> <li>● Create and distribute EIRL Learning Plan</li> <li>● Establish clear systems, structures, and channels of communications for faculty, staff, families, and students</li> <li>● Support faculty and students/families in a remote learning environment</li> <li>● Help teachers implement EIRL and ensure a high-quality learning experience for all students</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>● Collaborate with other members of their team or department to design remote learning experiences for all students</li> <li>● Communicate frequently with students and, as needed, with their parents</li> <li>● Provide timely feedback to support students' learning</li> <li>● Provide agreed reasonable accommodation for students with a RA learning plan</li> </ul>
Preschool Teaching Assistants	<ul style="list-style-type: none"> <li>● Work alongside classroom teachers to identify ways to support students and contribute to this distance learning plan</li> <li>● Monitor student learning and provide feedback to students, as requested by the teachers</li> </ul>
Special Teachers (PE, Music, Art, Computer, Librarian)	<ul style="list-style-type: none"> <li>● Physical Education -Create a Google Classroom to provide live remote classes with exercises, physical activities, and competitions for students</li> <li>● Art -Create a Google Classroom to provide live remote classes develop creative projects and activities for students considering the resources and tools families may not have in their home</li> <li>● Music -Create a Google Classroom to provide live remote classes develop activities for students considering the instruments or resources families may not have in their home</li> <li>● Computer-Create a Google Classroom to provide live remote classes develop activities to help students master the learning platforms integrated within this remote learning plan</li> <li>● Librarian-Create a Google Classroom to provide live remote classes to reinforce the love of reading of our students</li> </ul>
Counseling Department (Chaplain, Social Worker, Dean of Students)	<ul style="list-style-type: none"> <li>● Serve as connection for communication with students/families</li> <li>● Reach out to the community with social-emotional lessons</li> <li>● Create and help implement EIRL Discipline and Code of Conduct</li> <li>● Office Hours at set times for students to access counseling sessions virtually. Students and parents may schedule these meetings as needed.</li> <li>● Social Worker will work with School Principal to contact parents in order to provide support and follow up on students with <b>Reasonable Accommodations</b>.</li> </ul>
School Counselor	<ul style="list-style-type: none"> <li>● Office Hours at set times for students to call in and access support virtually. Students and parents may schedule these meetings as needed.</li> <li>● Assist students to meet all graduation requirements and testing deadlines and locations</li> </ul>
Tech Support Team (IT Department & Computer Teachers)	<ul style="list-style-type: none"> <li>● Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed</li> <li>● Be available in person or remotely to provide on-demand tech support help</li> </ul>

## Students Roles & Responsibilities

- Establish daily routines for engaging in the learning experiences
- Identify a comfortable, quiet space in your home where you can work effectively and successfully
- Connect daily to Google Classroom and live remote classes following daily schedule
- Complete assignments with integrity and academic honesty, doing your best work
- Do your best to meet timelines, commitments, and due dates
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Collaborate and support your classmates in their learning
- Comply with WA's Discipline Plan, EIRL Code of Conduct, and Netiquette
- Proactively seek out and communicate with a school adult as different needs arise

If you have a question about...	Contact...
a course, assignment, or resource	corresponding teacher
a technology-related problem or issue	the tech assistant through ASIJ's email-based support ticketing system <a href="#">Support</a>
a personal, academic or social-emotional concern	school counselor, chaplain, and/or social worker <a href="mailto:leyda.mercado@wesleyanacademy.org">leyda.mercado@wesleyanacademy.org</a> <a href="mailto:mayra.rodriguez@wesleyanacademy.org">mayra.rodriguez@wesleyanacademy.org</a> <a href="mailto:samuel.anza@wesleyanacademy.org">samuel.anza@wesleyanacademy.org</a>
other issues related to distance learning	school principal and/or administrative assistants

## Parents/Guardians Roles & Responsibilities

Provide support for your children:

- Establish routines and expectations. In the case of young children, assist them following daily schedule and connecting to Google Classroom
- Define the physical space for your child's study
- Monitor communications from your children's teachers (via email)
- Take an active role in helping your children process their learning
- Encourage physical activity and/or exercise
- Remain mindful of your child's stress or worry
- Monitor how much time your child is spending online
- Keep your children social, but set rules around their social media interactions

If you have a question about...	Contact...
a course, assignment, or resource	corresponding teacher
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a personal, academic or social-emotional concern	school counselor, chaplain, and/or social worker <a href="mailto:leyda.mercado@wesleyanacademy.org">leyda.mercado@wesleyanacademy.org</a> <a href="mailto:mayra.rodriguez@wesleyanacademy.org">mayra.rodriguez@wesleyanacademy.org</a> <a href="mailto:samuel.anza@wesleyanacademy.org">samuel.anza@wesleyanacademy.org</a>
other issues related to distance learning	school principal and/or administrative assistants

# Part 6: Primary School: PK-Kindergarten

## Early Childhood Priorities & Considerations

- The primary tools for communication between teachers and families will be Gmail & Plus Portals and Google Classroom. Teachers will give instructions during a **live Parent Orientation Night**. A recording for parents that are unable to attend, class schedules, class codes, and other important information will be sent via email.
- **School Calendar & Schedules** be organized in a **5-day week** (Monday to Friday) structure (cycle schedule has been temporarily suspended)
- Remote learning for Early Childhood students will remain sensitive and respectful of the needs of young children and of the range of realities our families will experience.
- Recommended experiences will be focused on live remote classes for reading, phonics, math, and special classes to enrich the student experience. Teacher will be mindful of the student cognitive, physical and social-emotional development. Classes will be conducted in English and Spanish.
- Learning activities and experiences will emphasize interaction and creativity.
- Teachers will provide students and parents with opportunities to maintain and develop social emotional skills, foundational literacy and numeracy skills, fine and gross motor skills through:
  - **5 daily periods in the form of live 30 minutes sessions**
  - guided activities and experiences
  - assessment will be done by the teachers and will focus on skills

## Early Childhood Sample Schedule and Learning Time Frames

Time	Subject
8:30-9:00 am	Devotional/Check-in
9:00-9:30 am	1 <sup>st</sup> Period Live Class
9:30-10:00 am	Snack & Screen Break
10:00-10:30 am	2 <sup>nd</sup> Period Live Class
10:30-11:00 am	3 <sup>rd</sup> Period Live Class
11:00-12:00 pm	Lunch
12:00-1:00 pm	Nap
1:00-1:30 pm	4 <sup>th</sup> Period Live Class
1:30-2:00 pm	Screen & Movement Break
2:00-2:30 pm	5 <sup>th</sup> Period Live Class

# Part 7: Elementary School: 1<sup>st</sup> to 6<sup>th</sup> Grade

## Elementary Students Priorities & Considerations

- The primary tools for communication between teachers and families will be Gmail & Plus Portals and Google Classroom. Teachers will give instructions during a **live Parent Orientation Night**. A recording for parents that are unable to attend, class schedules, class codes, and other important information will be sent via email.
- **School Calendar & Schedules** be organized in a **5-day week** (Monday to Friday) structure (cycle schedule has been temporarily suspended)
- **Teachers will provide 5 daily periods of 60 minutes live class.** Students will have both off- and on-screen learning activities designed to engage learners in experiences that connect to current curriculum.
- Learning tasks and activities will provide direction to families on how best to support student learning and a low level of adult involvement. It is expected that students in grades 1-2 will need higher levels of support than students in grades 3-5
- **First Week of School** will be devoted to develop social relationships and growth measure assessments to determine each student level in reading and math. This valuable information will guide teacher planning and assist then to differentiate the instruction
- **Homework** will be off-screen, short, and meaningful. The main purpose is to provide extra practice to reinforce reading and math skills. It should not replace classwork and will **not be graded** during this period. Even though not graded, homework should be completed as assigned by the teacher. Homework reinforces what was taught in class, supports learning, and facilitates mastery of specific skills.

### Elementary Sample Schedule and Learning Time Frames

Time	Subject
8:00-8:30 am	Devotional/Check-in
8:30-9:30 am	1 <sup>st</sup> Period Live Class
9:30-10:00 am	Snack & Screen Break
10:00-11:00 am	2 <sup>nd</sup> Period Live Class
11:00-11:15 am	Screen & Movement Break
11:15-12:15 pm	3 <sup>rd</sup> Period Live Class
12:15-1:15 pm	Lunch & Screen Break
1:15-2:15 pm	4 <sup>th</sup> Period Live Class
2:15-2:30 pm	Screen & Movement Break
2:30-3:30 pm	5 <sup>th</sup> Period Live Class

# Part 8: Middle & High School: 7<sup>th</sup> to 12<sup>th</sup> Grade

## High School Students Priorities & Considerations

- The primary tools for communication between teachers and families will be Gmail & Plus Portals and Google Classroom. Teachers will give instructions during a **live Parent Orientation Night**. A recording for parents that are unable to attend, class schedules, class codes, and other important information will be sent via email.
- **School Calendar & Schedules** be organized in a **5-day week** (Monday to Friday) structure (cycle schedule has been temporarily suspended)
- **Teachers will provide 6 daily periods of 60 minutes live class.** Students will have both off- and on-screen learning activities designed to engage learners in experiences that connect to current curriculum.
- **First Week of School** will be devoted to develop social relationships and growth measure assessments to determine each student level in reading and math. This valuable information will guide teacher planning and assist then to differentiate the instruction
- **Homework** will be off-screen, short, and meaningful. The main purpose is to provide extra practice to reinforce reading and math skills. It should not replace classwork and will **not be graded** during this period.
- Learning experiences are designed to be completed independently or in collaboration with other students, according to teacher's instructions.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- Counselors and advisors are always available to support students with academic, social, or emotional needs.
- Students are encouraged to utilize HS Office Hours 7:30 am – 3:30 pm for teacher and counselor meetings.

## Middle & HS Sample Schedule and Learning Time Frames

Time	Subject
8:00-9:00 am	1 <sup>st</sup> Period Live Class
9:00-10:00 am	2 <sup>nd</sup> Period Live Class
10:00-10:15 am	Snack & Screen Break
10:15-11:15 am	3 <sup>rd</sup> Period Live Class
11:15-12:15 pm	4 <sup>th</sup> Period Live Class
12:15-1:30 pm	Lunch & Screen Break
1:30-2:30 pm	5 <sup>th</sup> Period Live Class
2:30-3:30 pm	6 <sup>th</sup> Period Live Class



# Part 9: School Community Handbook

The education provided by the School through remote learning is considered a continuation of the school's educational program in the same manner as if the program was being provided on-campus.

Policies and procedures in the School Community Handbook continue to be in effect.

However the following policies have been modified in response to unique characteristics of a remote learning model and to benefit the students:

1. Elementary Grades homework will not be graded, will be off-screen, and be limited to Reading (English and Spanish) and Math.
2. High School homework will be graded, off-screen (except Membean and research), and be limited to English, Spanish, and Math.
3. Grade distribution per subject & grade level:
  - **Grades 1-4 Core Classes** (English Language Arts (ELA), Math, Spanish) and **Grades 5th and 6th All Classes** (ELA, Math, Spanish, Science, and Social Studies)
    - 50% Assessments (Test or Projects) (minimum 2 grades per quarter)
    - 50% All other (6 grades or more per quarter) these may be distributed using only the following criteria:
      - 30% Classwork (a minimum of 3 grades per quarter)
      - 20% Quizzes (a minimum of 3 grades per quarter)
  - **Grades 3-4 Science**
    - 50% Laboratories/Classwork (a minimum of 3 grades per quarter)
    - 50% Assessments (Test or Quizzes) (a minimum of 3 grades per quarter)
  - **Grades 3-4 Social Studies**
    - 100% Classwork/Assessments (a minimum of 6 grades per quarter)
  - **P.E. Class**
    - 100% Participation
  - **Conduct** will continue to be evaluated according to each grade's Discipline Plan, which will be sent home by the teachers at the beginning of the school year.
  - **Grades 7-12 Math**
    - 50% Assessments (Test or Projects)
    - 50% All other
      - 30% Quizzes
      - 20% Classwork/Homework
  - **Grades 7-12 English**
    - 50% Assessments (Test or Projects)
    - 50% All other
      - 30% Quizzes
      - 20% Classwork/Homework



- **Grades 7-12 Science**
  - 50% Assessments (Test or Projects)
  - 50% All other
    - 20% Quizzes
    - 30% Classwork/Labs
- **Grades 7-12 History**
  - 50% Assessments (Test or Projects)
  - 50% All other
    - 10% Quizzes
    - 40% Classwork/Portfolio
- **Grades 7-12 Spanish**
  - 50% Assessments (Test or Projects)
  - 50% All other
    - 30% Quizzes
    - 20% Classwork/Homework
- **Grades 7-12 Christian Education**
  - 50% Quizzes
  - 40% Classwork
  - 10% Class Participation
- **Grades 7-12 Fine Arts**
  - 75% Assessment – Performance
  - 25% Daily Class (materials, etc.)
- **Grades 7-12 Physical Education**
  - 50% Participation
  - 20% Project
  - 10% Warm-up
  - 20% Physical Test

4. **Attendance:** Daily attendance will be taken in the same manner as on-campus. Students are expected to come to their live remote class in a timely manner, prepare in advance for the lesson, and participate in a meaningful and respectful manner. However we understand that emergencies or circumstances may arise that impede a student to be present in class. If that is the case, the parent/guardian or student must follow the established policy and submit an **excuse** (via email) in order to be considered an excused absence. It is essential to communicate with the teacher as soon as possible and arrange to make up the work.

# Part 10: Remote Learning Code of Conduct



## Academic Integrity:

Wesleyan Academy expects all students to be committed to academic integrity. Academic integrity means:

- Assignments will be done by the student (in the case of young children, assisted by a caregiver)
- Students will collaborate in work with other classmates only when instructed by the teacher
- Students will not practice plagiarism or copy ideas or words from another classmate, internet, or print resource and present them as their own.
- All on-line curriculum, digital classroom material, video lessons, discussions, chats, etc. are the exclusive property of Wesleyan Academy and its educators. These materials may not be replicated, videoed, altered, or shared for any purpose. These on-line learning resources are intended exclusively for currently enrolled Wesleyan Academy students.

## Discipline:

All remote-learning activities are subjected to **Wesleyan Academy School-Wide Discipline Plan, Classroom Discipline Plans**, and enrollment contract. Additionally, students are expected to:

1. Conduct themselves online in a manner that represents our school's values.
2. Be respectful and supportive of their peers.
3. Use appropriate and positive written language always and in all digital formats.

## Netiquette:

Netiquette refers to etiquette when using the internet or the way someone behaves online and on social media. Since this type of communication is non-verbal, you cannot see others and they cannot see you or use facial expressions or tone of voice when typing a comment or responding to others. Therefore, something said inappropriately can create serious communication problems.

- Read and follow the following tips for practicing clear, polite, and correct online communication
- Do not use sarcasm.
- Before posting something, verify the source as credible.
- Use proper language and check your grammar.
- Avoid posting personal information; these classrooms are for academic conversations only.
- Do not type ALL CAPS, this is considered yelling and could be perceived as offensive.
- Respond quickly to an online message.

(Resource: [Using Good Netiquette](#) )

If a situation should arise in any of our remote learning classrooms, teachers will contact the parents. The behavior should be immediately addressed and stopped. Should the behavior continue, teachers will then inform the Dean of Students and/or Social Worker. A note will be made, and the student or students will be called in for a virtual meeting to address the situation.



# What's Next?



## Additional Information:

### *Important Dates:*

- **Thursday, August 6: Virtual Meet & Greet High School Parents**
  - 5:00 pm 7th to 9th grade
  - 6:30 pm 10th to 12th grade
- **Friday, August 7: Virtual Orientations**
  - 1:00 pm 7th to 11th grade new students
  - 6:30 pm 7th grade parents with Guidance Department
- **Monday, August 10: Virtual Orientations**
  - 6:00 pm 3rd & 4th grade parents
  - 7:30 pm 5th & 6th grade parents
- **Tuesday, August 11: Virtual Orientations**
  - 6:00 pm PK & Kinder grade parents
  - 7:30 pm 1st & 2nd grade parents



## Virtual Orientations:

- Parents will receive an email with the links to the virtual orientations with teachers and instructions.
- Teachers will provide parents with specific information regarding Google Classroom, procedures, schedules, class codes, assessments, curriculum expectations, etc.
- Parents will be able to ask questions for teachers and clarify any doubts or concerns.

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### *Sources:*

May 2020 *The American School in Japan Distance Learning Plan*

[https://drive.google.com/file/d/16neIVtt8k0o6jGoD6SWWhWiQh51z2k0\\_w/view](https://drive.google.com/file/d/16neIVtt8k0o6jGoD6SWWhWiQh51z2k0_w/view)

June 2020 *SAS Fall 2020 Academic Continuity of Learning Plan*

<https://drive.google.com/drive/u/0/folders/1Mihpj9OjL9RSWPPEE0QvNgBQyjYIE6Woe>

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