



WARDLAW + HARTRIDGE

Distance Learning Outline | 2020

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A WORLD-CHANGING PREP SCHOOL SINCE 1882

DISTANCE LEARNING OVERVIEW

WARDLAW+HARTRIDGE

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Introduction to W+H's Distance Learning Outline

This document is designed to describe the actions and approaches W+H will take in the event of an extended campus closure. In this Distance Learning Outline, we endeavor to provide a flexible distance learning framework with guidelines that can be implemented in a variety of circumstances while providing clear expectations for parents, students, and faculty.

Roles and Responsibilities for Students & Parents Are Found on Page 12.

W+H is committed to monitor and improve this Distance Learning Outline and the student experience during the time of implementation. Feedback should be sent to distancelearning@whschool.org.

High impact Distance Learning requires a different approach to the school day; we are not aiming to recreate the typical 8:00 am-3:10 pm school-day experience. Yet, we do expect our students to be engaged in school work throughout the 8:00 am - 3:10 pm school day. This means that students will participate in more independent learning and may have reduced direct instructional time with their teachers. Additionally, we do not want our students, of any age, glued to a screen for eight hours a day. Taking into account the disruption of a prolonged school closure, the school will do its best to balance quality and quantity. We will prioritize delivering high-quality and meaningful experiences for our students, rather than simply trying to fill the hours of a full school day.

Distance Learning at Wardlaw+Hartridge includes the following essential understandings:

- In the case of an extended school closure, teachers will use the first day or days of school closure to finalize content for distance learning and will reach out to families about their student(s)' distance learning plans. Students should not expect to have class or coursework on the first day of a school closure.
- Distance Learning will take many forms depending on grade level and subject area. These experiences may look and feel very different from a student's typical in-class experience—learning experiences will vary in ways that are developmentally appropriate and instructionally feasible.
- Functions like grading, assessment, attendance, and homework may be different than the typical in-class framework. Teachers will share expectations around these topics with their students and families for each class or grade level.
- If you have specific concerns about your family's resources (computers, internet access, etc.) please reach out to your Division Head through distancelearning@whschool.org with those concerns and we will do our best to respond with achievable solutions.

Wardlaw+Hartridge intentionally uses the term distance learning rather than *online learning*. This choice reflects our belief that quality learning can occur from a distance through the direction and facilitation of our faculty without solely relying on computers or digital devices. These devices may be a part of our distance learning, but they will not be the sole vehicle of learning. Wardlaw+Hartridge's goal is for students to engage in authentic learning experiences while not on our campus. We have sought recommendations from leading organizations as we developed plans for distance learning including Global Online Academy, a non-profit organization recognized by the National Association of Independent Schools.

W+H is committed to monitor and improve this Distance Learning Outline and the student experience during the time of implementation. Feedback should be sent to distancelearning@whschool.org.

Administration and Staff Contact Information

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Technology Systems & Distance Learning Platforms

If Wardlaw+Hartridge’s campus is closed and the Distance Learning Outline is implemented, the Head of School will send email and Honeywell communications to parents, faculty, and staff making this announcement. The Head of School’s communication to the community will designate the official start date for distance learning.

With regard to the school’s core technological and communications systems, W+H offers the following table to describe how we will communicate and manage learning in the event of implementation of this Distance Learning Outline. This table is not an exhaustive list of all vehicles for distance learning and/or communication.

Technical Support will be provided to families from 8:00 am to 4:00 pm via our Technology Department. Should a technical issue arise, email support@whschool.org with a detailed description of the problem and a telephone number of contact should you like to receive a phone call rather than an emailed response.

Channel	Audience	Description & Access
email	Faculty, staff, parents, students	Email will be used for all major communications and announcements, including those from the Head of School and Division Heads.
Honeywell Instant Alert	Faculty, staff, parents, students	The Honeywell Instant Alert System is our method of communication for announcements about delayed openings, early dismissal, and school closings. Initial information regarding a school closing will first come from this system. It is important to check to see if your contact telephone numbers are up-to-date for Honeywell.
PowerSchool/Haiku	Middle and Upper School Students	PowerSchool/Haiku will continue to be the platform used by the MS and US teachers as the consistent landing space for instruction.
SeeSaw	Early Childhood and Lower School Students	SeeSaw will continue to be the platform used by the EC and LS teachers as the consistent landing space for instruction.
Google GSuite	Students across all divisions	Google’s GSuite (including our email system, Docs, Classroom, Hangouts/Meet, etc.) will be a frequently used vehicle for assignments and collaboration.
Video Conferencing	Students across all divisions	Google Hangouts/Meet, Zoom, and other vehicles
WHschool Website	All community members	WHschool.org/coronavirus is updated on an as-needed basis and contains pertinent information for the entire school community.

W+H Parents' Guide to Distance Learning

The transition to distance learning will be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with distance learning, while others may struggle. The guidelines provided below are intended to help parents think about what they can do to help their children find academic success in a distance learning environment.

Establish routines and expectations

From the first day of closure, parents should establish routines and expectations for their children. W+H encourages parents to set regular hours for their children's schoolwork. We suggest students begin their studies in the 8:00 am hour as they would be were they on campus. Keep normal bedtime routines for younger children and expect the same from your Middle School and Upper School-aged children, also. Do not let children stay up late and sleep in solely because they do not need to leave for school.

Define the physical space for your child's study

Your child may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time, as will be the case if this distance learning is for an extended period of time. We encourage families to establish a space or location where their children will learn most of the time. This should be a space that can be quiet at times and have a strong wireless internet signal, if possible. Above all, with varying levels of supervision, it should be a space where an adult is present and monitoring their children's learning.

Monitor communications from your children's teachers

Teachers will communicate regularly with parents. The frequency and detail of these communications will be determined by your child(ren)'s division, age, maturity, and independence. While we always encourage parents to contact teachers, we ask that parents remember that teachers will be communicating with many other families and that communications should be essential, succinct and self-aware. Should you find you need further time to discuss a matter, please schedule a time to speak over the phone during regular school hours. Additionally, we ask that parents allow teachers 36 hours to reply to emails given the potential volume of messages.

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 your child may be learning for that day? What are their goals for the day? How are they planning to spend their time? What resources do they require? What additional support do they need? This brief conversation matters to set the tone for the day. It allows students to process the instruction 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, but they should nevertheless. Parents should establish these check-ins as regular parts of each day. These check-in routines need to be established early before students fall behind or struggle.

Take an active role in helping your child(ren) process and own their learning

In the course of a regular school day, your son or daughter engages with other students or adults dozens of times. These social interactions and opportunities include turning to a peer to exchange a thought or idea, participating in a small or large group discussion, asking questions for clarification, collaborating on group projects, and countless other moments. We will do our best to re-create these interactions on virtual platforms. Human beings learn best

when they have opportunities to process their learning with others. Encourage your child(ren) to reach out to classmates and their teachers to ask questions as they may be more reticent to do so virtually. It is most important that your child(ren) own their work; do not complete assignments for them, even when they are struggling. Encourage them to seek out assistance as it is more challenging for teachers to notice a need for support when not face-to-face.

Establish times for quiet and reflection

A challenge for families with multiple children will be how to manage all of their children's academic needs, especially when those children are different ages and have different requirements. There may be times when siblings need to work in different rooms to avoid distractions. Parents might like to try using noise-canceling headphones to block out other sounds.

Encourage physical activity and exercise

Make sure your children remember to move and exercise. This is vitally important to their health, well-being, and to their learning. W+H Health and Physical Education teachers along with athletic coaches will provide activities and exercises as appropriate, but it is also important for parents to model and encourage exercise. Think also about how your child(ren) can help around the house with chores or other responsibilities.

Remain mindful of your child's stress or worry

It is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience during an extended closure. They will be out of sorts, whether they admit it or not, and thus they need as much normal routine as parents can provide. Additionally, please reach out to our school counselors, Ms. Dina Congregane, dcongregane@whschool.org, and Ms. Zoe Bongiovanni, zbongiovanni@whschool.org, as they are available to help you navigate this time. A forthcoming letter from the School Counselors will provide additional information.

Monitor how much time your child is spending online

W+H does not want its students staring at screens for seven to eight hours a day. We ask that parents remember this is a pilot program in an emergent situation, and that it does require some trial-and-error before we find the appropriate balance between online and offline learning experiences within distance learning. Our recommendation, as demonstrated by higher education, is that asynchronous instruction is the most successful in long-term learning. Thus, students will likely be doing a good deal of their work independently. Division Heads will periodically check in with you to assess what you are seeing at home and what we may need to adjust. Your patience and partnership is crucial to our success.

Keep your child(ren) social, but set rules around their social media interactions

The excitement of school closing, as in a snow day, will quickly fade as the days progress, and children begin to miss their friends, classmates, and teachers. Help your children maintain appropriate contact within the guidelines of social distancing when circumstances permit. Please vigilantly monitor your child(ren)'s social media use, especially throughout an extended school closure. Older students will rely even more on social media to communicate with friends. Social media apps such as Snapchat, Instagram, TikTok, WhatsApp, and others are not official, school-sanctioned channels of communication. Remind your child(ren) to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. The written word on social media can cause harm to others, intentionally or not.

Roles and Responsibilities During Distance Learning

The roles and responsibilities of administration, faculty, staff, students, and parents are delineated below.

Wardlaw+Hartridge Administration & Staff Roles and Responsibilities	
Head of School Division Heads	<ul style="list-style-type: none"> ● Create, distribute, and update as necessary the W+H Distance Learning Outline ● Establish clear channels of communication between faculty, staff, families, and students in the event of the activation of the Distance Learning Plan ● Support faculty and students/families shifting to the distance learning environment ● Help teachers implement Distance Learning to ensure a high-quality learning experience for all students
Administrative Assistants	<ul style="list-style-type: none"> ● Available as a resource to families and to help direct questions, concerns, and other items as needed for families ● Will monitored attendance in each division
Learning Specialists	<ul style="list-style-type: none"> ● Communicate with the subject or homeroom teachers of students with whom they work ● Provide 1:1 support to students with whom they work
Advisors (MS & US)	<ul style="list-style-type: none"> ● Provide guidance and on-going support for students to aid in monitoring and supporting their well-being ● Use virtual platforms to conduct advisory check-ins with students
School Counselors	<ul style="list-style-type: none"> ● Host Office Hours at set times for students to access counseling sessions virtually ● Students, parents, and guardians encouraged to schedule meetings as needed
College Counselors	<ul style="list-style-type: none"> ● Will continue meeting (virtually) with Juniors and Seniors ● Will keep track of standardized testing schedule changes and keep our community informed
Librarian	<ul style="list-style-type: none"> ● Will be joining the Tech Support Team in support of faculty and students
Tech Support Team	<ul style="list-style-type: none"> ● Will continue to be available to our entire community ● Role will evolve as experience is gained in distance learning in supporting students, parents and teachers

As the news and current climate evolves, the School anticipates that students will need to engage in one-on-one and group virtual meetings with faculty and staff members. Parents, guardians, and students understand that the School is unable to guarantee complete security, confidentiality, and privacy through the use of electronic software provided by Zoom, Google, and other third parties. As the situation evolves, the School is using alternative sources to educate the community, all which is unprecedented, but necessary, at this time.

Student Roles and Responsibilities (PK*-12)

- Establish daily routines for engaging in learning
- Identify a comfortable, quiet space in your home where you can work effectively and successfully
- Regularly monitor online platforms (SeeSaw, Google Classroom, PowerSchool/Haiku, email, etc.) to check for announcements and feedback from your teachers
- 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 with and support your classmates
- Comply with W+H's Acceptable Usage Policy for Computers and Technology
- Proactively seek out and communicate with other adults at W+H as different needs arise

Parent/Guardian Roles and Responsibilities (PK*-12)

- Establish routines and expectations
- Define the physical space for your child's study
- Monitor communications from your child's teachers as appropriate
- Begin and end each day with a check-in
- Establish times for quiet and reflection
- Encourage physical activity and 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
- Frequently consult the Center for Disease Control (CDC)'s website for guidance in social gathering

Quick Contacts

For questions about...	Contact				
a course, assignment, or resource	the appropriate teacher				
a technology-related problem or issue	W+H's email-based ticketing support system support@whschool.org				
a personal or social-emotional concern	one of the school counselors Ms. Dina Congregane dcongregane@whschool.org Ms. Zoe Bongiovanni zbongiovanni@whschool.org				
an academic concern	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center; vertical-align: middle;">LS</td> <td style="padding-left: 10px;">the appropriate teacher or LS Learning Specialist Mrs. Dari Olitt dolitt@whschool.org</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">MS US</td> <td style="padding-left: 10px;">the appropriate teacher, advisor, or MS/US Learning Specialist Mrs. Linda Schneider lschneider@whschool.org Dean of Students Mrs. Christine Cerminaro ccerminaro@whschool.org</td> </tr> </table>	LS	the appropriate teacher or LS Learning Specialist Mrs. Dari Olitt dolitt@whschool.org	MS US	the appropriate teacher, advisor, or MS/US Learning Specialist Mrs. Linda Schneider lschneider@whschool.org Dean of Students Mrs. Christine Cerminaro ccerminaro@whschool.org
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MS US	the appropriate teacher, advisor, or MS/US Learning Specialist Mrs. Linda Schneider lschneider@whschool.org Dean of Students Mrs. Christine Cerminaro ccerminaro@whschool.org				
other issues related to distance learning	Division Head through distancelearning@whschool.org				

*Students in PK-2 should also use parent/guardian support and supervision in reaching out to the aforementioned

Distance Learning Outline Timeline

The Distance Learning Timeline may differ slightly by division and is intended to be a general guide for parents.

PHASE I: Foundational and Asynchronous Work with Students

Days 1 - 3

The goal for this phase is to ensure the faculty is fully prepared for teaching with a distance learning model.

- The first three days of campus closure is for teachers to fully prepare for online teaching and learning.
- Teachers will reach out to students/families within this first phase, and may provide students with asynchronous, independent work.
- In Lower School, homeroom teachers will connect with families/students. In the Middle and Upper divisions, advisors will make contact with each advisee.
- Students should check to ensure they have with them all books, computers/iPads, and any materials they may need to do work that is assigned to them.
- No synchronous class meetings are expected to be held during these first three days.
- Division Heads and the Technology Department will be available for support and guidance.
- Division Heads will communicate schedules and other information to families in anticipation of Phase II.

PHASE II: Initial Synchronous Meetings, Connections & Limited Assessment

Days 4 -10

The goal for this phase is for students and teachers to become comfortable in the online learning environment.

- Faculty and students will engage in relevant work, troubleshooting student access, and any technical concerns while building comfort with the distance learning environment.
- Teachers will use these days for any initial synchronous meetings with students. When holding a synchronous/live meeting, faculty will follow our normal class meeting schedule.
- Faculty will provide clear and simple instructions for how distance learning will take place in their classes.
- The focus will be establishing methods for taking attendance, measuring engagement, creating routines and rituals for classes in order to re-establish the classroom community.
- Assessment will be limited in Phase II of distance learning.
- Division Heads and the Technology Department will be available for support and guidance.

PHASE III: Full Distance Learning

Days 11+

The goal for this phase is for students and teachers to be fully engaged in distance learning.

- Administration and Faculty will determine the number of weekly synchronous sessions/live meetings necessary for student success in each class.
- Structures for feedback, formal and informal assessment are established, and in place.
- Calendars and timelines for each class are clear and communicated.
- Cycles of feedback are established, communicated, and in place.
- Advisors, counselors, learning specialists and any additional faculty are engaged in students' classes to provide a response and intervention, as needed.
- Division Heads and the Technology Department will be available for support and guidance.

Early Childhood Overview

Early Childhood (Grades Pre-Kindergarten through Kindergarten) Priorities & Considerations

Please note that distance learning is a challenge for everyone. We will all need to exhibit patience and good humor as we wrestle with vastly different approaches to learning, technological bumps in the road, and a new normal where we are trying to balance our personal and professional lives in an entirely new way, possibly under the same roof. It is a certainty that our distance learning plan will be an iterative process; we will get some things right immediately and others will have to be adjusted, possibly multiple times. If we all do our best to remain positive, support each other and communicate calmly, we will be successful.

Students can expect a mix of live sessions, pre-recorded videos, assigned asynchronous work, and office hours, along with regular check-ins. Each teacher will select a mix of those tools and as the work unfolds, it will become more clear what their experience will look like.

- After receiving notice from the Head of School regarding school closure and timelines, families will receive an email from the Head of Lower School with division-specific information. In the case of an announcement prior to the reopening of school for Spring Break, this email will come just before the school would normally reopen.
- The primary tools for communication between teachers and families will be Seesaw and email.
- Distance learning for Early Childhood children will remain holistically focused on broad language, cognitive, physical, and social-emotional development with a focus on Kindergarten-readiness in PK and JK.
- Learning activities and experiences will emphasize interaction and creativity while balancing work that can be assessed from a distance. Most of the Early Childhood students' work will require minimal technology or specialized materials for completion.
- At the beginning of each week, teachers will post a video on Seesaw to welcome and explain the learning approach and focus for the week.
- Early Childhood teachers may provide families with:
 - Recommended activities targeted at certain skills
 - Prompts designed to encourage children and families to engage in their environment and readings
 - Creative design ideas intended to provide children opportunities to process their experiences while developing cognitive, language, and fine-motor-skills
- Early Childhood students will need adult support, engagement and supervision to complete the activities teachers have designed as an alternative to their normal school day.
- Note: these activities are not designed to completely fill an 8:00 am - 2:45 pm school day.
- Upon request, teachers may provide parents with recommended ways to structure their day as appropriate.
- Early Childhood teachers will provide a live hour at various times throughout the week for more expeditious communication and response. Those times will be communicated by each teacher.
- Early Childhood Assembly will be replaced for the interim by a daily Story Time with Mrs. Davis.
- The Head of Lower School will communicate weekly with a letter and video to the Lower School community.

Early Childhood Academic Outline of Areas of Instruction

Academic Subject Area	Additional Activities to Consider
<ul style="list-style-type: none">● Emergent Literacy Activities, Games & Challenges focused on language development, vocabulary, comprehension, and phonological awareness.● Emergent Numeracy Activities, Games, and Challenges focused on counting, sorting, patterning, and initial operational functions.● Holistically-Focused Activities, Games, and Challenges to support cognitive, physical and social-emotional development.● Specialist teachers will connect regarding their assignments throughout the closure.	<ul style="list-style-type: none">● Playing board & card games● Practicing mindfulness/yoga/breathing exercises● Exploring new interests● Reading and writing● Cooking and baking together● Take walks and unplug● Join the many virtual opportunities provided by authors and other academic groups (a list of options will be shared)

Lower School Overview

Lower School (Grades One through Five) Priorities & Considerations

Please note that distance learning is a challenge for everyone. We will all need to exhibit patience and good humor as we wrestle with vastly different approaches to learning, technological bumps in the road, and a new normal where we are trying to balance our personal and professional lives in an entirely new way, possibly under the same roof. It is a certainty that our distance learning plan will be an iterative process; we will get some things right immediately and others will have to be adjusted, possibly multiple times. If we all do our best to remain positive, support each other and communicate calmly, we will be successful.

Students can expect a mix of live sessions, pre-recorded videos, assigned asynchronous work, and office hours, along with regular check-ins. Each teacher will select a mix of those tools and as the work unfolds, it will become more clear what their experience will look like.

- After receiving notice from the Head of School regarding school closure and timelines, families will receive an email from the Head of Lower School with division-specific information. In the case of an announcement prior to the reopening of school for Spring Break, this email will come just before the school would normally reopen.
- The primary tools for communication between teachers and families will be Seesaw, email and Google Classroom (in Grade Five).
- Students will have both off- and on-screen learning activities designed to engage in experiences that connect to the curriculum and continue their learning.
- It is expected that students in Grades One and Two will need higher levels of adult/parental support than students in Grades Three-Five.
- At the beginning of each week, teachers will post a video on Seesaw to welcome and explain the learning approach and focus for the week.
- Note: These assignments are not designed to completely fill an 8:00 am - 3:00 pm school day.
- Upon request, teachers may provide parents with recommended ways to structure their day as appropriate.
- Lower School teachers will provide a live online hour at various times throughout the week for more expeditious communication and response. Those times will be communicated by each teacher.
- Lower School Assembly will be replaced for the interim by a daily Story Time with Mrs. Davis.
- The Head of Lower School will communicate weekly with a letter and video to the Lower School community.

Lower School Academic Outline of Areas of Instruction

Academic Subject Area	
<ul style="list-style-type: none"> ● Language Arts (Reading, Writing, Speaking and Listening) ● Mathematics ● Science ● Social Studies ● Social-Emotional Well-Being 	<ul style="list-style-type: none"> ● One+ “live” online sessions per week (as determined appropriate by Grade Level) ● One <i>online hours</i> session per week for support and questions ● 1:1 online teacher help by appointment
<ul style="list-style-type: none"> ● Specialist teachers will connect regarding their assignments throughout the closure. ● Specialist-taught classes (Art, PE, STEM, Music, Spanish, Band, Transitions, Health) 	<ul style="list-style-type: none"> ● Each subject will communicate with students their distance learning plans. ● The weekly schedule will be followed for communication. ● Art, STEM, Music, Spanish, Band & Health will provide <i>online hours</i> where they are available and accessible for timely support, help, questions. ● Transitions will be held as per scheduled classes, live.

During Phase I of our Distance Learning Program, a master schedule for live and online hours sessions will be finalized and shared with families. Students are expected to be available for on and offline school activities between normal school hours (8:00 am - 3:00 pm).

Middle School Overview

Middle School (Grades Six and Eight) Priorities & Considerations

Please note that distance learning is a challenge for everyone. We will all need to exhibit patience and good humor as we wrestle with vastly different approaches to learning, technological bumps in the road, and a new normal where we are trying to balance our personal and professional lives in an entirely new way, possibly under the same roof. It is a certainty that our distance learning plan will be an iterative process; we will get some things right immediately and others will have to be adjusted, possibly multiple times. If we all do our best to remain positive, support each other and communicate calmly, we will be successful.

Students can expect a mix of live sessions, pre-recorded videos, assigned asynchronous work, and office hours, along with advisor check-ins. Each teacher will select a mix of those tools and as the work unfolds, it will become more clear what their experience will look like.

- After receiving notice from the Head of School regarding school closure and timelines, families will receive an email from the Head of Middle School with division-specific information. In the case of an announcement prior to the reopening of school for Spring Break, this email will come shortly before the school would normally reopen.
- The primary tools for communication between teachers and students will be Power School and email. Students are encouraged to be proactive in reaching out to their teachers for clarity and with questions.
- Learning activities will take place both on- and off-line and will be designed to engage experiences that connect to the curriculum and deepen learning. Some lessons will be completed independently while others will be done in collaboration with other students via google docs and other apps.
- We will be following our Green and Gold class schedule in designing live meeting times. Thus, students should expect to be engaged in a range of school activities during normal school hours (8:00 am - 3:00 pm) but not be sitting before a screen for the entire day.
- Academic teachers will hold two “live” sessions per class each week during the normally-scheduled class meeting time. Art, Choir, Band, Health, PE, and Transitions will hold one “live” session per week. Teachers will also be online during other times their classes would normally meet in order to provide individual student support. Online schedules will be distributed and reviewed during the first days of online instruction.
- It is expected that students may need adult/parental support as they navigate the online learning environment.
- Students will be expected to have consistent access to their school-issued iPad in order to access the many resources required, such as research material, databases, reading materials, videos, and scanned material.
- A weekly division update from the Division Head will be shared via email and/or video.
- Teachers and advisors will be available for 1:1 virtual meetings; teachers will provide instructions to parents for scheduling these meetings once our distance learning program is underway.

All Middle School Students (Grades 6, 7, & 8)
Distance Learning Schedule*
Follows Green and Gold Rotation

<p>Academic Classes (English, History, Science, Math, World Language)</p>	<ul style="list-style-type: none"> ● Follows Green/Gold schedule ● Two "live" sessions per week ● "Live" extra help/drop-in sessions ● Additional 1:1 online teacher help by appointment
<p>Non-academic Classes (Art, Music, Health, Transitions, PE)</p>	<ul style="list-style-type: none"> ● Follows Green/Gold schedule ● One "live" session per week ● "Live" extra help/drop-in sessions ● Additional 1:1 online teacher help by appointment

*During Phase I of our Distance Learning Program, a master schedule for live and drop-in sessions will be finalized and shared with students. This plan will be adjusted as necessary as we work through the first weeks of distance learning. Students are expected to be available for on and offline school activities between normal school hours (8:00 am - 3:10 pm).

Upper School Overview

Upper School (Grades Nine through Twelve) Priorities & Considerations

Please note that distance learning is a challenge for everyone. We will all need to exhibit patience and good humor as we wrestle with vastly different approaches to learning, technological bumps in the road, and a new normal where we are trying to balance our personal and professional lives in an entirely new way, possibly under the same roof. It is a certainty that our distance learning plan will be an iterative process; we will get some things right immediately and others will have to be adjusted, possibly multiple times. If we all do our best to remain positive, support each other and communicate calmly, we will be successful.

Students can expect a mix of live sessions, pre-recorded videos, assigned asynchronous work, and office hours, along with advisor check-ins. Each teacher will select a mix of those tools and as the work unfolds, it will become more clear what their experience will look like.

- After receiving notice from the Head of School regarding school closure and timelines, families will receive an email from the Head of Upper School with division-specific information. In the case of an announcement prior to the reopening of school for Spring Break, this email will come just before the school would normally reopen.
- The primary tools for communication between teachers and students will be PowerSchool (Haiku) and W+H gmail.
- Students are encouraged to be proactive in reaching out to their teachers for clarity and with questions. Please understand that teachers may not be able to get back to you immediately, and in some cases, it may take up to 24 hours. If you are hoping to get a quick answer, please consider asking your classmates. When school is being conducted remotely, keeping connected to your classmates and school friends is highly recommended, particularly for extended school closures.
- Learning activities will take place both on- and off-line and will be designed to engage experiences that connect to the curriculum and deepen learning. Some lessons will be completed independently while others will be done in collaboration with other students via google docs and other apps.
- Online resources and approaches will vary from subject to subject and teacher to teacher as distance learning is not one size fits all.
- We will be following our Green and Gold class schedule in designing meeting times. Thus, students should expect to be engaged in school activities during normal school hours (8:00 am - 3:00 pm).
- Please note that your day will not consist of six hours of synchronous (live) classes. Depending on the length of the school closure, there will be a variety of assignments, projects (individual and group) and assessments.
- Academic teachers will hold at least one live session per class each week during the normally-scheduled class meeting time. Art, Choir, Band, Health, PE and other electives will determine how best to provide instruction. These teachers will communicate their plans to their students.
- Teachers will hold online office hours at least once per week during regularly scheduled class times.
- Students will be expected to have consistent access to their laptop (or other connected computer; it cannot be an iPad or Chrombook) in order to access the many resources required, such as educational applications, research material, databases, reading materials, videos, and scanned material.

- A weekly division update from the Division Head will be shared via email and/or video.
- Teachers and advisors will be available for 1:1 virtual meetings with students; teachers will provide instructions to students for scheduling these meetings once our distance learning program is underway.

Academic Outline of Areas of Instruction

All Upper School Students (Grades 9 - 12) Distance Learning Schedule	
Core Classes (English, History, Science, Math, World Language, Full-Time Electives)	<ul style="list-style-type: none"> • Schedule (following Green/Gold weeks): • At least one "live" online session per week • One "live" drop-in session per week • 1:1 online teacher help by appointment
Other Classes (Art, Music, Health, Part-Time Electives, PE)	<ul style="list-style-type: none"> • Schedule (following Green/Gold weeks): • Each discipline/teacher will communicate with students their distance learning plans



WARDLAW + HARTRIDGE

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