



Caedmon School Remote Learning Guide for Early Childhood Families

Dear Families,

We are pleased to share Caedmon's Remote Learning Guide with all of you. This guide describes, in one document, our collective efforts to bring the Caedmon experience into more than 200 homes. These are unprecedented times and we have come together to put our best work forward, recognizing that this reimagined program will continue to evolve and improve. As such, we will remain flexible and open to adaptation.

Since the very first conversation at Caedmon about COVID-19, we have focused on maintaining an empathic, proactive, and flexible approach to the evolving situation to ensure both the well-being of the entire Caedmon community, as well as the continuity of our program. As always, we will be seeking feedback from families and staff members on a regular basis throughout the coming weeks, and we will adjust our practices and approaches accordingly. That means the guide presented here will be a living document, a work-in-progress, and updated on a regular basis.

Our goal is to provide your children with a rich and engaging remote learning experience, while helping to support their mental and physical well-being.

We thank you for your support and look forward to seeing you in person and in good health soon.

Sincerely,

Matthew, Saniya and Tyler

The Caedmon School Mission:

At the Caedmon School, we honor the individual and foster the natural curiosity of each child, which is the foundation of academic achievement. We nurture empathy in our students to value perspectives other than their own. Our graduates are creative, capable, and courageous, ready to make their place in the world.

Our Values:

- Community
- Academic Excellence
- Diversity
- Montessori

Our Commitment to Community and Equity:

The Caedmon School is dedicated to creating and maintaining a community where we embrace and explore differences and commonalities, and the challenges they may present. We are committed to ensuring that Caedmon families feel a sense of belonging, because we value the different and precious identities among us. We cultivate a caring, respectful, and safe environment, in which bonds are forged across potential barriers of human difference, advancing compassionate, responsible, courageous citizens.

Early Childhood (Young Beginners through Kindergarten) Remote Learning:

Our Platforms

- Seesaw will serve as the primary platform for posting assignments, student work, student questions, and teachers' written feedback. While we will be using an array of excellent online resources for our remote curriculum, the initial assignment and links to these resources will always be posted to Seesaw. Seesaw will be the predictable location for all assignments, and the springboard to other resources.
- Zoom will serve as the primary platform for any group or individual live sessions.

Asynchronous Learning

- To create flexibility for the many Caedmon families who will be juggling their own professional work as well as supporting their child/children's remote learning, and who

may not be one-to-one with devices in their home, much of Caedmon's remote schooling will take place asynchronously. Your child's teachers will post suggested activities and lessons at the beginning of each school day. Some of these will be delivered in writing, and some will be delivered using recorded video. All will be posted on Seesaw.

- If you or your child have a question about an activity, you will have several opportunities for asking it:
 - Teachers will be able to answer questions during office hours (see below)
 - If you are not able to 'meet' with the teachers during office hours, then you may send an email to their homeroom teachers (please make sure ALL homeroom teachers are copied on all the emails)
 - If you need to email a teacher (homeroom or special subject), you can reach them by using the following email format: lastname@caedmonschool.org with the exception of Joyce Schneider (jschneider@caedmonschool.org)

Synchronous or "Live" Learning and Community Times

Morning Meeting and Attendance

- There are some parts of your child's day that will be synchronous and live. Every day will begin with a Morning Meeting live on Zoom with your child's homeroom teachers. The parents will receive an invitation link to join the meeting. We will be staggering the Morning Meeting schedule with the hopes of enabling siblings to attend, even when a household is not one-to-one with devices. The schedule is as follows:
 - 8:30 a.m. Kindergarten
 - 9:00 a.m. Early Program (Rama/Dulaj/Ruiz & Kelly/Mosley/Nunes)
 - 9:30 a.m. Early Program (Schneider/Dimmick/Milton)
 - 9:30 a.m. Young Beginners and Beginners
- Students are expected to make every effort to attend Morning Meeting, but will not be penalized if circumstances prevent them from doing so. Homeroom teachers will be taking attendance; however, we will be using this information for the sole purpose of quickly determining if any family is having trouble engaging with remote learning. Absences and tardies during remote learning will not be recorded on the June report card.

Faculty Office Hours

- Homeroom teachers will be hosting one-on-one office hours with you and your child; for the younger ones these one-on-one meetings will be a time to touch base and see how they are doing, and for Full Day Early Program and Kindergarten students to discuss their work and set goals. Because the Early Childhood students are so young, these one-on-one meetings will require assistance from a parent/caregiver. These sessions will also take place live on Zoom, and you will receive a link to join the Meeting. Please note that these sessions will be recorded. Your child's teachers will offer a sign-up for students to choose a one-on-one office hours time that works best for them and your

family. Please know that the teachers will make sure that each child is signing up regularly. Just as in the regular classroom, to ensure equitability, homeroom teachers will be intentional about meeting with each student. The homeroom teachers will meet with each child once a week; this frequency may change as we experience and learn from our first days of remote schooling. The teachers will determine a time window during which these office hours will take place and communicate this to you.

Special Subject Teachers

- The vast majority of Caedmon's remote learning program will take place asynchronously.
- For now special subject teachers will post activities on Seesaw for all Early Childhood classes, on days they are scheduled to meet with the students, following the 6-day schedule. If a specialist teacher decides to do a live Zoom class with your children, he/she will send instructions to you.
- Please note, for the above purposes, that **Tuesday, March 31st will be a Day One** in the six-day cycle. Teachers will post a copy of the six-day schedule to Seesaw so that you and your child can reference it when needed.
- If you want to contact a special subject teacher you can email them using the format: lastname@caedmonschool.org. For your convenience here is a list of specials for each Early Childhood classroom:
 - **Young Beginners (including Plus Program):**
 - Movement (Sabine Huebusch)
 - Music (Kathleen Kilbane)
 - **Beginners (including Plus Program):**
 - Movement (Sabine Huebusch)
 - Music (Kathleen Kilbane)
 - **Early Program (Half Day & Plus Program):**
 - Movement (Vonetta Trotter)
 - Music (Kathleen Kilbane)
 - **Early Program (Full Day):**
 - Movement (Vonetta Trotter)
 - Music (Kathleen Kilbane)
 - Art (Kristina Bakker & Pilar Perez)
 - STEAM (April Milton)
 - **Kindergarten:**
 - Spanish (Guadalupe Lomena)
 - P.E (Vonetta Trotter)
 - Music (Kathleen Kilbane)

- Art (Kristina Bakker & Pilar Perez)
- STEAM (April Milton)
- Library & Technology (Mary Beth Vrazel)
- Violin (Paula Flatow)

Academic Program

- We will be making every effort to keep our remote learning program simple during its first week. Students and teachers will be setting new routines; students will be getting used to the online platforms; and you and your child will be getting used to the rhythm of remote learning at home. We will keep academic requirements quite simple to accommodate for this adjustment period. However, we also recognize the child's natural desire to learn and that some families may have more time available to them during the day than others. As such, each teacher will be providing a menu of suggested activities in the event that students have time and flexibility to do more. As always at Caedmon, we will put no ceilings on what a child can do.

Supporting Your Child's Remote Learning

- Because most of your child's work will be asynchronous, it may be beneficial for your child if you help them to create a schedule for their day. We have learned from schools who already have been conducting remote learning programs; they found that a fixed schedule for all students does not allow enough flexibility for families and quickly becomes difficult to manage. However, we also know that children thrive on structure. With this in mind, your child's homeroom teachers will be sharing suggestions for how you might help your child to structure your day. Please note: these suggested schedules do not reflect any kind of preference on the part of the school or your child's teachers.

Student and Family User Experiences

- At the end of the first week of remote learning, we will survey you about your experiences and reflect as a community of educators. At that point, it is very likely that we will make adjustments to the program, and will of course notify you of these adjustments. We always view your child's education as a partnership between school and home, and perhaps now more than ever. We will be eager to learn about your experience and to welcome your feedback at the close of our first week.
- While we will not be seeking formal feedback prior to that Friday, we recognize that issues may arise in the first days of remote school that require a quick response, whether those issues be technological, academic, or social. We ask that, for specific questions about activities or student progress, you first email your child's homeroom teachers (please copy all homeroom teachers on these emails). However, if you are encountering ongoing challenges with the experience or functionality of remote learning,

please direct your email to our Parent Response Team at the following email address; you will be prompted to select the appropriate staff to receive your email, depending upon the nature of the issue. parentresponseteam@caedmonschool.org.

Next Steps

- As we launch our remote school this week, it is a vital time to ask our students to learn and practice the best digital citizenship, just as they ordinarily would practice thoughtful community stewardship when they are in our school building. With this in mind, please read and discuss Caedmon's new [Acceptable Use Policy for All Technology and Mobile Devices](#), as well as this set of [Expectations for Students](#) who are engaging in live class sessions via video-conference.
- On Monday, you and your child will receive a welcome message from your child's homeroom teachers. This message will be posted to Seesaw. In addition to launching our remote school, these messages will provide further details about remote learning specific to their grade level.
- For more information or with any general initial questions, please don't hesitate to reach out to mehdi@caedmonschool.org
- **You may also find this [Remote Learning FAQ](#) to be very helpful.**

Closing Thoughts

- While these are undoubtedly challenging, trying, and uncertain times, we are actually thrilled to be embarking on this journey with you and your child. We believe that with such challenges can come great creativity; that is the plan that we have in store for your child.
- We have been discussing as a community of professionals what it means to offer a *very Caedmon* remote schooling experience. To us, this means that we will continue to put the individual child at the center of our attention, and that we will nurture each child's sense of agency, natural curiosity and drive to learn, and investment in deep thinking, sense-making, meaning-making, and creativity.