COVID-19 News and Resources

Need tech support while distance learning?
Mark Littlefield, LS Technology Specialist, can help.
mlittlefield@usn.org

Need support for learning success?
Our Student Support Team can help.
Felicia Holst, Assistant Head of Lower School and Student Support Liaison for Grades K-2
fholst@usn.org
Kari Jansen, Student Support Coordinator and Student Support Liaison for Grades 3-4
kjansen@usn.org

Need support with a social or emotional issue?
Need support finding resources in your community?
Laurie Drummond, Lower School Counselor, can help.
ldrummond@usn.org

Need support solving a USN or grade-level challenge?
Amy Woodson, Head of Lower School, can help.
awoodson@usn.org

Need support getting your needs met by our community?
Need to express a concern about our community?
Roderick White, Director of Office of Diversity and Community Life, can help.
rwhite@usn.org

Have a general question about Lower School, and wondering who to ask?
Annie Stewart, Lower School Administrative Assistant, can help.
mstewart@usn.org
Our Lower School Community During Remote Learning
It is important that we all work together during remote learning to help our Lower School students develop habits that will not only enable them to succeed during remote learning, but will ease the transition back into in-person learning when the time comes to return to Edgehill Avenue.

Lower School Teachers, Administrators & Support Specialists
Our jobs are:
- to build connections with individual students and to create community within classes
- to provide developmentally-appropriate learning experiences that meet the needs of our students
- to provide structure and support through predictable daily schedules and routines
- to provide the necessary materials and feedback to support student learning
- to facilitate ongoing communication with families

Families
We ask that you partner with us by:
- agreeing to and upholding the health and safety guidelines expressed in USN’s Commitment to Community Health
- helping your child establish and maintain a healthy routine for sleep and exercise
- assisting your child in being prepared to participate in synchronous learning activities
- maintaining a weekly schedule that helps your child organize his or her school days
- prioritizing full participation in remote learning (synchronous and asynchronous)
- checking in with your child on assignment completion
- participating in ongoing communication with your child’s teacher
Knowing that remote learning poses unique challenges for USN’s youngest students, we reaffirm our longstanding commitment to build a sense of community and support student learning during this time.

Young children come to school with a natural desire to make sense of their world and to find meaning in their learning through opportunities to investigate, inquire, experiment, and exchange ideas. They learn best when activities are purposeful and when there are opportunities for choice in an environment with high expectations. The Lower School provides a warm, friendly, and invigorating environment where children from kindergarten through fourth grades can learn and grow to be confident and competent learners.

We are committed to diversity and embrace a culture in which there is comfort in noticing and talking about differences as well as in recognizing the feelings and wishes we all share. Empathy, self-control, cooperation, respect, and caring for one another are the main threads of the fabric of who we are and what we hope to instill in young children.

The Lower School embraces the principles and practices of the Responsive Classroom approach. The following principles from Responsive Classroom guide and inform our work with children.

- Teaching social and emotional skills is as important as teaching academic content.
- How we teach is as important as what we teach.
- Great cognitive growth occurs through social interaction.
- How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
- What we know and believe about our students — individually, culturally, developmentally — informs our expectations, reactions, and attitudes about those students.
- Partnering with families — knowing them and valuing their contributions — is as important as knowing the children we teach.

Source: ResponsiveClassroom.org
Even while learning at home, students and families can develop habits that help a student be successful.

- Involve your child in daily routines that support family life (help set the table, clean his or her room, take care of a pet).
- Provide daily opportunities for movement, exercise, play, and being outdoors.
- Set aside a place for your child to work on his or her assignments that is free from distractions.
- Develop a daily routine that corresponds to the structure of the remote school day: have your child wake up in plenty of time to get dressed, eat breakfast, and be ready for the first morning block of synchronous learning. These routines will be valuable when in-person learning resumes.
- Help your child during synchronous learning by modeling courteous online behavior, including keeping the microphone muted at appropriate times, and keeping siblings and pets from interrupting class time.
To stay informed and connected, please:

• Read communications sent from USN to stay informed about the school community. These communications will also provide updates on COVID-19 developments and plans.

• In addition to the Lower School WAG shared on Fridays school is in session, letters from Director Vince Durnan are emailed to parents and archived at usn.org/coronavirus.

• Read emails and communications from your child’s teacher.

• When you have questions, reach out to your child’s teacher through email.

• Reach out to any of the Lower School community members listed on Page 2.

Everyone is here to help.
To facilitate remote learning, Lower School is issuing an iPad to every student. The iPad is equipped with the following applications, which are relevant across Lower School:

**Seesaw**: an app to enable teacher-student and teacher-family communication, including sharing of teachers’ pre-recorded messages and lessons, as well as submission of student work

**Zoom**: an online platform for synchronous instruction

**Flipgrid**: an app to enable student-to-student asynchronous interaction around shared content (e.g., student-created content in response to a teacher prompt, such as sharing a video of a persuasive speech or sharing a math strategy)

**DreamBox**: an individualized, adaptive platform to support math problem solving

**Epic**: a virtual library with more than 35,000 ebooks

Instructions and access codes for logging into each of these platforms will be included in the Lower School Technology Access Guide, which will be shared electronically. In addition, grades 3 and 4 will learn to use Google Classroom.
Lower School Remote Learning Schedule for the First Three Weeks of School for Kindergarten and Grades 1-4

The remote learning schedule for the first three weeks of school offers opportunities for teachers to meet one-on-one with students, to begin to form relationships and to gather important information about each child’s profile as a learner.

Kindergarten

[Diagram of the schedule for Week One (August 18-21), including times and activities for each day.]
### Weeks Two & Three (August 24-28 and August 31-Sept 4)

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<th>Time</th>
<th>Monday</th>
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### Classroom Connections

Students have individual appointments (on-campus or remote).

The **45-minute sessions** begin on the hour (12:00, 1:00, 2:00, 3:00) and will be scheduled via Pick-a-Time, University School’s online scheduling portal.

### Daily

- **Technology Asynchronous Enrichment Class**
- **Spanish Asynchronous Enrichment Class**
- **Music Asynchronous Enrichment Class**
- **Art Asynchronous Enrichment Class**
- **Library Asynchronous Enrichment Class**
**Week One (August 18-21)**

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**Classroom Connections**

Students have individual appointments (on-campus or remote). The 20-minute sessions begin on the half-hour (12:30, 1:00, 1:30, 2:00, 2:30) and will be scheduled via Pick-a-Time, University School’s online scheduling portal.
## Grades 1-4

### Weeks Two & Three (August 24-28 and August 31-Sept 4)

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### Classroom Connections

Students have individual appointments (on-campus or remote). The *45-minute sessions* begin on the hour (12:00, 1:00, 2:00, 3:00) and will be scheduled via Pick-a-Time, University School’s online scheduling portal.
**Lower School Remote Week 4 & Beyond - Planning Template**

Students in each grade level in Lower School have unique needs, and the general framework described below will be adapted by grade levels to respond to those needs. Your child’s teacher will share the specifics of the schedule for the class, which will include information about PE and enrichment classes.

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