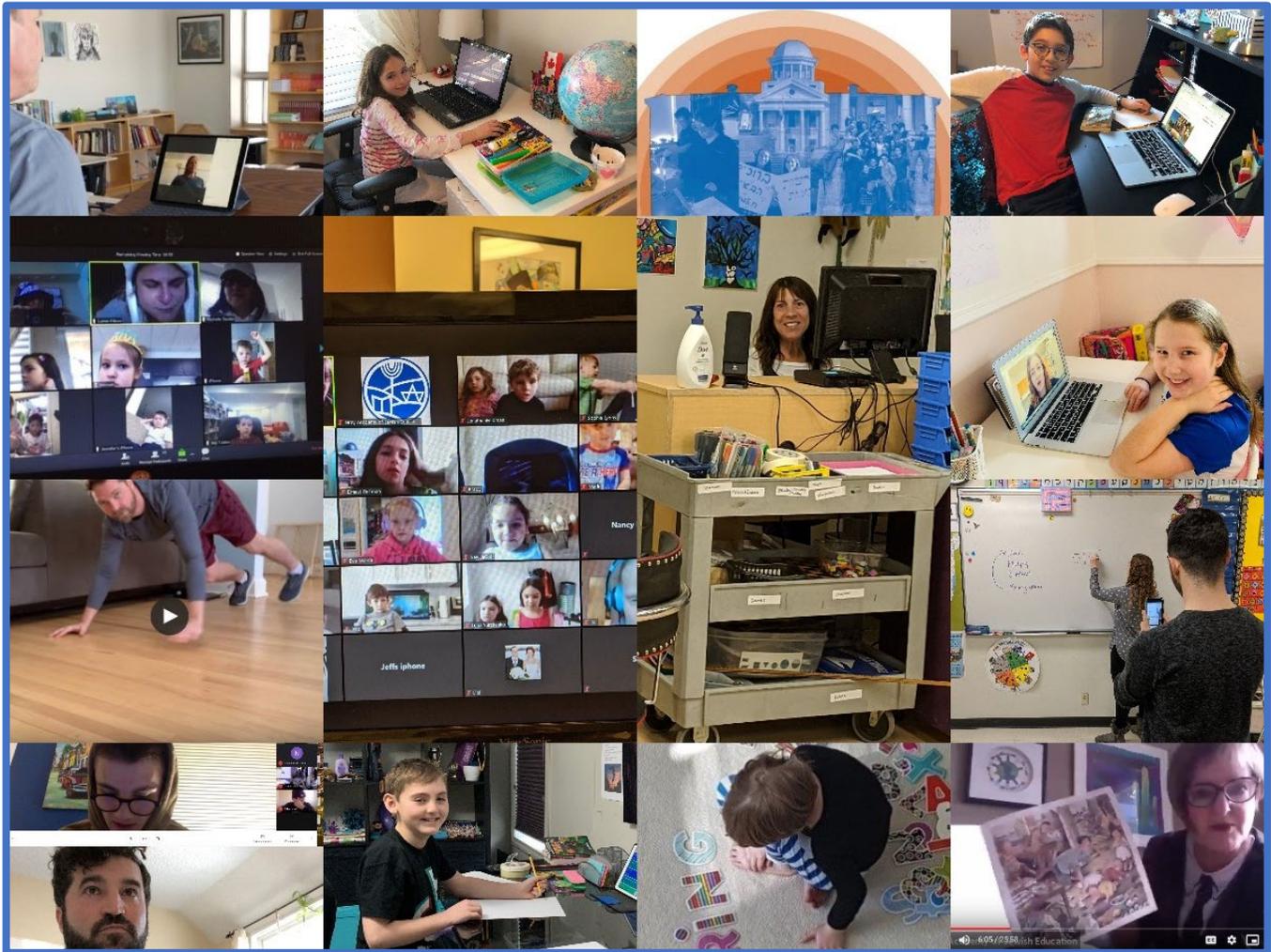




Gray Academy
OF JEWISH EDUCATION

Gray Away: Our School away from School

Gray Academy's Plan for Remote Learning



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A Message from Our Director of Teaching and Learning

At the beginning of our school year, we could never have imagined that a global pandemic would bring teaching, learning and community life as we have always known it to an abrupt halt. Following the Government of Manitoba's directive that all schools across the province must close, Gray Academy administration and faculty shifted into high gear, re-imagining how we could continue to deliver learning and community to our students at a distance from our school building. In short order, we moved two previously scheduled in-service days up to March, and our teams got to work. In 48 hours, Gray Away, our remote learning program, was live.

Despite the speedy launch of Gray Away, great care was — and continues to be — taken in developing this unique program. Drawing on extensive in-house knowledge and experience, in combination with expert research and resources in online education, our administration and faculty developed a valuable program that is helping students not only continue their learning but also maintain vital connections with teachers and peers. Once the Province extended its closure directive indefinitely, Gray Away 2.0, a more robust version of the program, was implemented.

Gray Away is informed by foundational research on the integration of instructional technologies. It takes into consideration technologies available today and new possibilities for the future. We researched the positives and pitfalls of virtual learning, including social and psychological impacts on children at various ages and developmental stages. Parents and educators can agree that remote learning alone is far from ideal. At the same time, this necessary period provides us with an unparalleled opportunity for systemic change in the world of education.

For many reasons, school administrations have been hesitant to invest substantial time and funds in the widespread use of instructional technology. However, research tells us that online learning, in combination with traditional in-class instruction (i.e., “blended” learning) is indeed optimal for today's learners. Nothing can replace the physical classroom, face-to-face teaching, peer collaboration and social time at school. But when the closure directive is lifted, the skills and knowledge our students and educators have gained through Gray Away will have lasting value. We will continue to leverage Gray Away as part of a blended strategy, and we will realize the gains of this difficult time.

In the months and years to come, the long-term, worldwide impact of 2020's pandemic-driven school disruption on students, educators and learning will come into focus. In the meantime, Gray Academy maintains its commitment to “prepare our students to reach their full potential... by providing educational excellence framed by Jewish identity, community and values.” In our school building and away from school, this commitment remains steadfast.

Sincerely,

Rob Dalgliesh, M.Ed., Educational/Technology

Our Plan for Remote Teaching and Learning

A school is so much more than a physical space. In and out of the classroom, Gray Academy provides lessons and experiences that encourage students to strive for excellence, to forge relationships, to value community and to experience learning as a journey rather than a destination.

While a global pandemic has shut down access to our building temporarily, it has not derailed this critical journey. Our current situation is less than ideal; however, we remain committed to providing the best learning experience possible today and for the future. In these challenging times, our students are learning and growing in new ways, while continuing to benefit from a consistent routine, meaningful contact with teachers and a sense of community with peers.

The “Why” behind Our Plan

This document provides students, families, faculty and staff with details and context around the development and implementation of Gray Away, including:

- the philosophy behind Gray Away;
- the processes used to develop and implement versions 1.0 and 2.0 of Gray Away;
- Government of Manitoba expectations of schools during this period;
- roles and responsibilities of all Gray Away participants;
- how Gray Away continues to evolve;
- guidelines for online interactions between students, faculty, families and staff;
- technologies we are using used and the supports we provide;
- samples of Elementary and High School Gray Away programming.

Gray Away is founded on the same principles that guide our teaching and learning when we are present together at the Asper Jewish Community campus. We continue to encourage and develop:

- curiosity, critical thinking, creativity and problem-solving skills;
- collaboration with varied groups that represent diverse skills and viewpoints;
- openness to constructive feedback and understanding of how to apply it;
- persistence in the face of adversity;
- understanding that “failures experienced along the way allow us the valuable opportunity to reflect and amend, to develop tenacity and resilience and to become the best version of ourselves.” (Miller)

The Gray Away model draws on extensive research, along with experiences and best practices of schools and colleagues in Winnipeg, across Canada and around the world.

Synchronous, real-time engagements and the connection they foster have been shown to be critical in sustaining motivation, engagement and wellbeing when learning at a distance.

Asynchronous learning offers all the flexibility and increased opportunities to practice working more independently and develop new skills; it also ensures learning opportunities for students in different time zones and/or those who may be navigating individual circumstances that make synchronous connection challenging.

(Upper Canada College)

The success of Gray Away is rooted in extensive planning by our faculty; engagement of students in the learning process; and encouragement of students by parents/guardians at home. Gray Academy's administration, in consultation with faculty, continues to actively seek feedback from students and families, as well as advice and ideas from professional peers to ensure that Gray Away continues to evolve and improve over time.



PHASE 1

- The school leadership team consulted a variety of reliable sources for information to create the framework and philosophy of "Gray Away".
- Volunteer teachers and EAs were consulted about the vision and philosophy to determine if they felt it was feasible.
- Professional Development specific to teaching online was provided
- Expectations of roles were set and delivered
- Teaching online began March 19
- Return to classrooms set for April 20
- While in process, the province extended online learning indefinitely

PHASE 2

RESEARCH AND DEVELOPMENT CYCLE:

DATA COLLECTION AND ANALYSIS -SOURCES:

- Administrator Program Assessments
- Input From the Field (CAIS, MB ED, MFIS)
- Continued Research
- Faculty Observations and Contributions
- Student Progress Data
- Survey Data (Students, Faculty, Families)
- other considerations

PLAN SET FOR PROGRAM IMPROVEMENTS USING THE ANALYSIS

- Staff PD, Communications, Process Mapping
- Summative assessment requirements were added by the province along with reporting expectations

APRIL 7-17: UPGRADES APPLIED TO PROGRAM

PHASE 3

The school is committed to the teaching and learning of its students and our staff.

As we continue, the R&D cycle of phase 2 will be used to continually improve Gray Away as we proceed.

Gray Away will have our students develop the important skills and experience the unique learning opportunities they need to arrive at the future destination of their choice!

Province of Manitoba Expectations

On March 13, 2020, Manitoba's Minister of Education, on the advice of the Minister of Health, directed all schools in the province to close from March 20 - April 10, as part of the government's efforts to contain the spread of COVID-19 sweeping through communities worldwide. Based on that announcement, Gray Away 1.0 was implemented rapidly to meet the need for remote learning over the 13 days remaining in our calendar prior to the Pesach break.

As the number of COVID-19 cases continued to rise in Manitoba, the Province issued a second directive on March 31 for schools to remain closed indefinitely. At that time, the Minister of Education issued a robust communication outlining the government's expectations of schools throughout the closure period.

Gray Away not only meets but exceeds provincial expectations for all grades. The following information, specific to students, families and teaching staff, comes from ministry.

Key Government of Manitoba Actions in Response to COVID-19

- K-12 in-school classes will be suspended indefinitely for this school year. Classes will resume as soon as Public Health advises it is safe to do so.
- School buildings will close, while maintaining minimal staffing for teacher access and to operate child-care centres, where applicable.
- Student marks will be maintained at the most recent assessment (baseline), but students will be expected to continue learning and complete assignments.
- Teachers will teach remotely, assess progress and assign a final grade.
- In addition to baseline, students in Grades 9-11 will be given a designation by teachers: "No Recovery Work Required" or "Recovery Work Required".
- Grades 9-11 students who do not engage in remote learning will be allowed to progress, but schools will implement recovery learning in the 2020-2021 school year.
- 2019-2020 Grade 12 provincial assessment will be cancelled, but options for teacher assessment will be implemented.

Government of Manitoba Principles

- No student will be held back due to COVID-19 pandemic. All students on track to graduate will graduate. Adult learners will be included in planning.
- Learning and assessment will continue. Teachers are there to foster learning for all. All students receive a final grade and report card. At-home learning will be facilitated by teachers through online platforms and printed material, with outreach for students at risk, i.e., without Internet.
- Resources will be redirected to ensure that students actively engage in learning during the suspension of classroom learning. "All hands on deck"—students, parents, teachers, principals, superintendents, trustees and Manitoba Education partnering to ensure success.
- Plan is future oriented. Efforts are not only forward-looking to reopening classrooms but looking at multifaceted ways of learning after COVID -19.

Provincial Learning and Assessment

- The focus will be on literacy and numeracy, with opportunities for science and social studies outcomes. Learning will also incorporate physical activity and artistic expression.
- Teachers will maintain relationships with students and families via phone calls, emails and other technical support.
- Teachers will set goals for students and assess progress.
- Learning recovery needs will be identified in June for the following year.
- Teachers are prioritizing outcomes and planning specific tasks for students.
- Consideration should be made for Educational Assistants to support home learning by assisting with check-ins and offering supplemental supports to students.

Provincial Roles and Responsibilities

Division and School Leaders

- Participate as part of provincial planning.
- Ensure provincial expectations for teaching, learning and assessment are implemented, within the local context.
- Review and re-allocate resources as needed (i.e., technology, online platforms, print-based materials, non-teaching staff).
- Mobilize efforts to support students at risk.

Teachers

- Plan, prepare and communicate learning experiences that support grade-level curriculum outcomes and can feasibly occur within the home setting.
- Continue daily support for student learning, including support for families to manage learning at home.
- Monitor and assess student learning and assignments.
- Assign a final grade, as well as identify future recovery learning needs.

Parents

- Work with the teacher to ensure that learning continues.
- Support students learning at home.
- Look for opportunities to promote learning within the context of daily life.

Students

- Complete assignments and participate in learning.
- Talk to parents and teachers about any concerns or difficulties.

Gray Academy Expectations: Faculty, Students and Families

Even Moses needed Aaron. The work of a team, a partnership, a collaboration with others who have different gifts or different ways of looking at things, is always greater than any one individual can achieve alone.

- Lord Rabbi Jonathan Sacks

The sudden transition to remote learning has been challenging for everyone. Much of our success has hinged on teamwork and the strong partnership we share among administrators, faculty, staff and families.

Since the launch of Gray Away in March, our administration has continued to assess and refine the learning approach to ensure consistency with Gray Academy values and the ability to meet the needs of our learners. Working closely with faculty, the administration continues to assess:

- professional development needs of teachers;
- student skill development in the online environment;
- balance of online and offline learning, based on student age and developmental stage;
- diverse needs of our families; and
- broad range of at-home situations for both families and teaching staff.

Faculty has had to think differently about how to design remote lessons and assignments to ensure they are engaging, manageable for students and focused on curricular outcomes. Teachers must understand how to maintain the formative feedback cycle and, considering revised provincial directives, create suitable summative assessments of student academic achievement in an online environment.

Students have had to adapt to different learning structures and daily routines, while taking on more responsibility for their learning. Gray Away 2.0 requires students to dedicate even more time to learning and to be mindful of the assessment tools that will be used to generate grades/marks. Families have had to think about creating new routines and how they can monitor and support learning, without having to “be the teacher.”

Since the launch of Gray Away, we have learned a great deal about the online learning needs of our students. With the longer-term closure of schools, the administrative team acted quickly to evolve Gray Away based on data from our student and parent surveys, as well as input from teaching staff, our knowledge of best practices, and input from independent school partners across Canada and Jewish day schools across North America.

Part of this evolution includes defining expectations and responsibilities of all Gray Away participants:

Faculty

- design learning opportunities for students outside the classroom, online and offline;
- take attendance; discuss extended/unreported absences with the principal;
- avoid introducing new programs/platforms/technologies for now;
- streamline content; pace lessons and tasks realistically, recognizing that students will face challenges during this period. Many students will require more time than they usually would;
- avoid assigning evening homework;
- communicate clearly and consistently through designated platforms to ensure students (and parents) understand learning objectives and requirements;
- develop experiences that challenge students to think creatively and apply skills on and offline;
- act as a facilitator and coach in the online learning environment; provide opportunities for students to interact online with the teacher and peers;
- ensure students understand the end goal of each unit by posting a description, providing a student-friendly assessment rubric and clarifying desired learning outcomes;
- differentiate the approach to accommodate student needs (e.g., having young students follow written instructions at home can be far more challenging than in class);
- increase the amount of timely formative feedback about student work; ensure they have opportunities to ask questions, seek clarification, and improve skills before summative assessment;
- recognize that traditional assessment methods such as tests may not work effectively in a remote learning environment; consider how online learning can be leveraged for students to demonstrate knowledge in new/innovative ways;
- monitor student wellbeing; address unresolved concerns regarding individual students with parents and/or the principal;
- connect with colleagues, share best practices, strategies, challenges and successes;
- seek support, as needed, especially with any technology-related challenges.

Students

- establish a designated workspace and routine at home;
- follow the Gray Away daily schedule and attend all online classes;
- when participating in online learning, be respectful of the teacher and classmates; follow the same rules as in the classroom (e.g., raise your hand, wait to be called on by the teacher, be quiet when someone else is speaking or asking a question, etc.);
- ensure understanding of what the teacher is looking for in assignments/tasks; do not be afraid to ask questions and seek clarification. (They do not know you do not know until you tell them you do not know 😊)
- ensure all assignments and tasks are completed and submitted, even if you need more time;
- be patient with yourself; it is normal to feel frustrated or upset sometimes;
- seek help from our Student Support team when needed, whether the challenge is with assignments or overall feelings about being away from school;
- make time for breaks and physical activity; get outdoors for fresh air when weather permits;
- stay connected to teachers and peers; share ideas for addressing new challenges and celebrating successes;
- stay social - from a distance; school is about learning together and about interacting with friends.

Families

- establish a daily routine and expectations for your child(ren)'s schoolwork;
- create a designated space for learning with minimal distraction;
- monitor school communications regularly;
- play an active role in monitoring and supporting your child(ren) with learning objectives and tasks, as appropriate to their age and stage; i.e., very young children will need parents' help to look at schedules and log in to online sessions; older students should be encouraged to do this on their own;
- consider beginning and ending each day with a check in to set goals, identify challenges and review progress;
- encourage your child(ren) to continue putting their best possible effort into schoolwork;
- encourage breaks for healthy snacks and meals, play time, physical activity, fresh air, calming exercises and other wellness practices;
- understand that all students will have more screen time than usual during this most unusual circumstance; families may need to adjust the amount of extracurricular screen time for now;
- monitor your child(ren)'s mood; seek support from the teacher and/or Student Support team, if needed;
- if you have concerns about your child's progress, follow the established Gray Academy protocol, i.e., the classroom teacher is always your first point of contact;
- if you experience technology challenges, seek support from the teacher and/or the school tech specialist;
- be patient with your child(ren), with teachers and with yourself; we are in a challenging situation, and it is normal to feel frustrated or upset sometimes. Consider strategies to relieve tension for yourself and your child(ren), including breaks, quiet time, family time, etc.

Patience and positivity – we're all in this together!

We encourage families to set up a daily routine that embraces and supports the Gray Away school day. This will look different for every family, depending on the ages and stages of children, childcare arrangements, parents' work schedule and other factors unique to each home. It is important to build in time for reflection, family meals, outdoor play and free time each day. You may want to incorporate new activities into your family schedule such as a games night or a special project for the family to work on together each day.

Keep in mind that children take their cues from the adults in their life. Try to promote a positive and hopeful outlook, and exercise patience with yourself, your child, and our educational community.

HELPFUL RESOURCES FOR FAMILIES

Dr. Laura Markham. [What to Say To Your Child About the Coronavirus -- and How To Cope As a Parent](#)

Unicef. [6 Ways Parents Can Support Their Kids Through the Coronavirus](#)

US National Assoc. of School Psychologists & National Assoc. of School Nurses. [Talking to Children about COVID-19 -](#)

Dr. Laura Markham. [10 Solutions to Save Your Sanity During the Coronavirus Pandemic School Closures](#)

Roles and Responsibilities: Administration

Head of School	<ul style="list-style-type: none">• Lead Gray Academy’s Leadership Team to ensure the continuity of learning and adherence to the Mission, Vision and Values of the school.• Lead and support Gray Academy faculty and staff.• Communicate to employees, families, students and the community.• Communicate and collaborate regularly with school heads locally and in other jurisdictions, as well as external organizations, including provincial education and health authorities, Canadian Association of Independent Schools (CAIS) and Manitoba Federation of Independent School (MFIS).• Communicate, consult and collaborate with the Winnipeg Board of Jewish Education (WBJE).• Communicate, consult and collaborate with leaders of the Winnipeg Jewish School Teachers Association (WJSTA), the faculty union.
Elementary and High School Principals	<ul style="list-style-type: none">• Lead Elementary and High School faculty and staff through the planning, implementation and assessment of Gray Away programming.• Monitor approaches taken by other schools to inform ongoing evolution of Gray Academy plans, processes and activities.• Seek observations and suggestions from faculty and other frontline staff to support and adjust programming, as needed.• Collect feedback from students and parents about their experience; adjust the approach to maximize usability and benefit.• Provide ongoing support and clear communication to faculty and staff, students and families.• Ensure effective implementation of Gray Away plans; assess individual needs for technical support and professional development.• Share responsibility for reviewing and monitoring of learning tasks, activities and lessons.
Director of Teaching and Learning	<ul style="list-style-type: none">• Collaborate in the development of teaching and learning plans; support the principals in their roles.• Research and advise colleagues on preferred practices in online and blended learning environments.• Monitor responses of the Ministry of Education, CAIS, MFIS, other Jewish day schools and public schools regarding academic expectations and best practices.• Collaborate with faculty on the selection of course content and recording of curricular outcomes for all levels.• Consult with the Judaic Studies Advisor to monitor programming and decision making in Elementary and High School Judaic Studies programs.• Begin development of future programming that blends online learning with classroom-based teaching and learning.• Share responsibility for reviewing and monitoring learning tasks and lessons.• Support faculty in the development of continuous learning tasks, activities and lessons and best pedagogy practices, as needed.• Maintain and organize the College Board’s Advance Placement exams, now provided online.

Gray Away Structure

While we are leveraging technology to deliver Gray Away, the program is more than “online learning.” It is built upon six key pillars to deliver a well-rounded remote learning experience that considers learning goals, as well as the emotional and mental well-being of students:

1. **Balance** – the program incorporates a balanced mix of learning spaces/opportunities, including live online classes, online small group work and independent work on and offline. Our virtual learning spaces are based (loosely) on David Thornburg’s Campfires in Cyberspace ([Appendix 1](#)):
 - a. **Direct lessons** (live and recorded)
 - b. **Online collaborations** (large and small groupings)
 - c. **Offline working sessions**
 - d. **One-on-One time** with the teacher alongside accessibility outside of class hours
 - e. **Research/innovative/passion projects** that students can produce independently for sharing
2. **Proper tools and skill sets** – the program provides instruction and practice time for students (and teachers) to learn how to use new online tools effectively.
3. **Learning opportunities** – the program focuses first and foremost on literacy and numeracy; we continue to have students read books, write on paper, create art and crafts, apply mental math skills and engage in deep thinking questions and discussions at home.
4. **Mental health** – the program incorporates moments of mindfulness and age/stage appropriate activities that promote a healthy mindset for students.
5. **Physical health** – the program ensures physical health and fitness of students is included in the daily schedule and recommendations for the home.
6. **Spiritual Well-being** – as a Jewish school, the program continues to support spiritual learning and community experiences, including weekly *Kabbalat Shabbat* gatherings, holiday programming, etc.

With these pillars in mind, teaching staff were tasked with reviewing their curriculum to highlight the essential learning outcomes yet to be addressed in their courses. They then began creating/honing lessons for online delivery, ensuring that no student would go onto the next grade level without the necessary learning.

Our teaching staff has worked diligently to ensure that Gray Away lessons are age-appropriate, balanced and navigable for students and families across all grade levels and subject areas.

Components include:

- Synchronous learning – the whole class is online, engaged in live instruction with the teacher. (1.A)
- Asynchronous learning – recorded lessons or posted assignments/activities can be completed at any time. (1.C, 1.E). These are accessible through Gray Away to support students/families who are unable to attend the lesson or would like to review it.
- Face-to-face online chats (1.D)
- Small group work facilitated by Google Meet. (1.B)
- Lessons, tasks and activities posted online (synchronous or asynchronous).

Gray Away Timetables and Daily Schedules

Consistent routines and connections are an important part of each student’s day. Every morning, students are to log into Gray Away by 9 a.m. for anthems and announcements, presented live, via Zoom. Every Monday, all Elementary students will remain online together for a live school-wide gathering. High School students will meet every Monday at 9:30 a.m. These meetings provide a school-wide touch point, and an opportunity to start the week together as a school community.

Timetables

The timetable provides a general overview of learning over the course of the 6-day cycle for each class. All timetables are accessible by grade on the [Gray Away website](#). Students and families should become familiar with the timetable and work together to prepare for each week of learning.

Sample Elementary Timetable

GRAY AWAY 2.0

Grade 4A

All live class sessions will take place using Google Meet. Go to [Gray Away](#) (password: Learning2020) and click your classroom Daily Schedule in your timetable (4A or 4B). The Daily Schedule will have details for the day (posted by 9:00 PM the night before).

<p>GOOD MORNING Get ready to start your day! Wake up, brush your teeth, get dressed, eat breakfast, and organize your learning space.</p> <p>9:00 AM</p> <ul style="list-style-type: none"> • Anthems and Announcements • Check Gray Away for your daily schedule <p>Mondays: Elementary school community virtual gathering Tuesdays to Fridays: Anthems and Announcements only</p> <p>9:15 AM</p> <ul style="list-style-type: none"> • Live class check in (Google Meet) – Na’ama Miller • Attendance • Review of schedule • Learning begins <p>9:30 AM</p> <ul style="list-style-type: none"> • Live class continues/Live Specialist or 1:1 Time/Small Group <p>DAY 1 Guidance – Marcelo Mohadeb DAY 2 Phys-Ed – Kevin Abrahams and Graham Neyedley DAY 3 Music – David Vamos DAY 4 Live Class and 1:1 Time/Small Groups DAY 5 Live Class and 1:1 Time/Small Groups DAY 6 French – Scott Hartnell</p> <p>During 1:1 Time/Small Group: Google Meet link open to students for teacher support. Continue with your learning activities and assignments if you are not with a specialist or in a small group.</p> <p>10:00 AM Take a break! Snack • Movement • Go Outside</p> <p>10:30 – 11:15 AM</p> <ul style="list-style-type: none"> • Live class continues (Google Meet) – Na’ama Miller 	<p>11:15 – 11:30 AM WRAP UP</p> <ul style="list-style-type: none"> • Live class wrap up (Google Meet) – Na’ama Miller • Wrap up learning for the morning • Don’t forget to submit your work when it is due • Send a “check-out” message to your teacher – be creative! Take a picture, tell them a joke or simply say goodbye <p>LUNCH Eat • Tech Break • Movement • Go Outside</p> <p>12:45 PM</p> <ul style="list-style-type: none"> • Live class check in (Google Meet) – Amy Brawerman • Attendance • Review of schedule • Learning begins <p>1:00 PM</p> <ul style="list-style-type: none"> • Live class continues/Live Specialist or 1:1 Time/Small Group <p>DAY 1 Live Class and 1:1 Time/Small Groups DAY 2 Live Class and 1:1 Time/Small Groups DAY 3 Live Class and 1:1 Time/Small Groups DAY 4 French – 1:00 - 1:15 – Scott Hartnell DAY 5 Phys-Ed – Kevin Abrahams and Graham Neyedley DAY 6 Art – Nancy Margolis</p> <p>During 1:1 Time/Small Group: Google Meet link open to students for teacher support. Continue with your learning activities and assignments if you are not with a specialist or in a small group.</p> <p>1:45 PM Take a break! Snack • Movement • Go Outside</p> <p>2:15 PM</p> <ul style="list-style-type: none"> • Live class continues (Google Meet) – Amy Brawerman <p>2:45 – 3:00 PM WRAP UP</p> <ul style="list-style-type: none"> • Live class wrap up (Google Meet) – Amy Brawerman • Wrap up learning for the day • Don’t forget to submit your work when it is due • Send a “check-out” message to your teacher – be creative! Take a picture, tell them a joke, or simply say goodbye
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Sample High School Timetable

<h3 style="text-align: center;">GRAY AWAY</h3> <h2 style="text-align: center;">Grade 7 Term 3</h2> <p style="text-align: center;">All live classes will be recorded and posted to Google Classroom for viewing anytime.</p>						
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
9:00 AM	<p>Click here for today's schedule</p> <p>Included in daily schedule:</p> <ul style="list-style-type: none"> Live HS Info Meeting with Mrs. White & Student Council (required for all HS students) at 9:30 AM every Monday (password 3JcV0R) Live morning announcements and anthems Tuesday through Friday with Morah Joyce at 9:00 AM (password 7IMQn8) <ul style="list-style-type: none"> Links to live "office hours" for teachers, staff and student support services Link to anthems, student council events, grade meetings, and community events <p>Check Google Classroom prior to each class</p>					
9:40 AM	Live Physical Education	Hebrew	Live Physical Education	Hebrew	Live Physical Education	Hebrew
10:00 AM	Social Studies	French 01 Tanach 02	French 02 Tanach 01	French 01	French 02	Science
11:00 AM	Hebrew	Science	Exp 01 Debate 02	Social Studies	ELA	Roots Mishna/Jewish Text
LUNCH + EXTRA-CURRICULAR**	Student Council		Hebrew 12:00 – 12:15	M/W/F – Reach for the Top		
1:00 PM	Guidance 01	Guidance 02	Student work time Extra-curricular 1:1 student support Professional development	Debate 01 Exp 02	Science	Math
2:00 PM	Math	ELA		Flex time + Student support	Math	ELA



Daily Schedules

The daily schedule provides specific details on learning for each day, including topics to be covered, materials needed and links to classes. The daily schedule is a "Google Sheet" linked to the main timetable. Daily schedules are posted to the [Gray Away website](#) by all classroom teachers and specialists, JK through Grade 12, by 9 p.m. the night before, giving students and/or parents ample opportunity to prepare for the day ahead.

Tools for live class sessions

Google Meet

Used for Grades 3 through 12 (link to the “Meet” is in the Daily Schedule). Live classes are recorded and available in Google Classroom should a student not be able to join live or wants to see the lesson again.

Zoom

Used by all students for daily anthems/announcements and for school-wide assemblies. Zoom is the primary video conferencing tool used for JK-Grade 2 (link is in Daily Schedule). High school students can expect to see a mix of Google Meet and Zoom, depending on the subject and the teacher. Live classes are recorded and available in Google Classroom should a student be unable to join or wants to review the lesson.

Live Specialist Periods

With the launch of Gray Away 2.0, time is now built in for students to learn together with all specialist, including Phys-Ed, Music, Art, Guidance, French, STEAM (JK-Gr. 2), Public Speaking (Gr. 6), Dance (JK) and Science (JK). In Elementary, the classroom teacher stays on Zoom with students until the specialist teacher joins the session. The teacher will then transfer hosting the meeting to the specialist so they can continue with students before the classroom teacher signs out. The classroom returns at the end of the class to conclude the session.

One-on-One Time/Small Groups

These times are built into live class periods, providing opportunities for students to have individual attention from their teacher or to work with the teacher in a smaller group, while other students are muted and work independently. This is very similar to the classroom setting, where the teacher would walk around the class to observe, help individual students and provide feedback and guidance.

Breaks

Breaks are an extremely important part of the day — times for students to give their eyes and minds a rest from technology, to get up and stretch, have a snack, move around and get outside when the weather permits. Students in all grades needs these times to refresh and recharge, just as they would during recess (or High School breaks) at school.

Check-Out/Wrap-Up

This is an opportunity for the classroom teacher to wrap-up the learning for the morning or afternoon. Students may be asked to submit or show their finished work, so they can receive that very important formative feedback for improvement.

Gray Away Technologies

Gray Away leverages technologies to support remote learning, including our website, video conferencing tools, communication platforms and Google Classroom tools. It is important to keep in mind that technology is part of our full remote learning picture, which also includes offline assignments, experiences and activities.

Gray Away on the Web

The Gray Away website – a section of the main Gray Academy website – is the primary hub for all information, resources and links related to Gray Away. Here students and parents can find:

- general information about Gray Away;
- grade timetables;
- daily class-specific schedules;
- staff contacts;
- an archive of all Gray Away-related parent communications;
- and more.

All students and families can access Gray Away with the password: **Learning2020** (case sensitive).

Google Classroom

As a Google school, Gray Academy already had Google Classroom in place for Grades 3 through 12. Using this platform, students can see messages from teachers, view and submit assignments, collaborate with peers and take part in live sessions through the Google Meet web conferencing tool.

Seesaw

Teachers on JK through Grade 2 were already using Seesaw, a simple parent communication tool, with an app for iPhone and Android. Seesaw is a great way for teachers to share messages, photos and videos.

Zoom

With the launch of Gray Away 2.0, Gray Academy has added Zoom video conferencing for schools, which offers more functionality and features, especially for large group meetings. Zoom is a cloud-based platform that allows teachers to record and store sessions for access at a later time.

Gray Academy Chromebooks

Our Grade 4s, 5s and 6s receive Gray Academy Chromebooks, as part of their regular school routine. This school year, we have had to supply more Chromebooks for more grades, to ensure students are able to access Gray Away.

Please remember the Chromebook needs to be handled carefully. The replacement cost for a new Chromebooks is \$350. The cost for damage to older Chromebooks is \$50.

If you are using a Gray Academy Chromebook at home:

- Do not have liquids or food nearby; a spill can cause serious damage
- Do not keep the screen open when you are holding the Chromebook and moving around
- Unplug the charger from the adapter, not from the cord
- Do not pile any books, etc., on top of the Chromebook
- Damage to any school-owned device must be reported immediately

If you no longer need your school Chromebook

If you have a school Chromebook at home that you no longer need, we ask that you please consider returning it to the school, so we can pass it along to another student who does not have one.

If you need help with your Chromebook

If you would like to return a school Chromebook, need to obtain one, or simply need some technical support, you can contact our resident tech expert, Judy Doctoroff, anytime: jdoctoroff@grayacademy.ca.

Thank you to our generous donors

We are incredibly grateful to those in our community who have donated funds and equipment to help us support remote learning for all families. If you are interested in making a donation to sponsor the school's acquisition of additional Chromebooks, please contact Lisa Boroditsky at lboroditsky@grayacademy.ca.

Technology Support

Gray Academy's Educational Technology Consultant, Judy Doctoroff, is available during her posted office hours to help support students and faculty with tech- related issues: jdoctoroff@grayacademy.ca or 204 477 7415.

Gray Away Technology Use Policy

As an extension of Gray Academy, the policy for technology applies fully to Gray Away. Following is an excerpt from the full policy, which can be found in the [Family Handbook](#) (Page 27).

When used appropriately, technology can be an exceptional tool for teaching and learning. All students are expected to behave responsibly when using any form of Gray Academy technology, including, but not limited to, the school network, portal, social media sites, computers, smart phones, laptops and tablets. Electronic communication, including social media platforms, must be used responsibly and in keeping with all school guidelines, including our ICT Acceptable Use Policy.

The Acceptable Use of Technology requires that users:

- log into Google Classroom and/or Gray Away using only his/her own identification;
- understand that system administrators and/or Gray Academy staff have the right to access, view or delete files from the network, including email;
- refrain from malicious use of the network and/or internet to harass other users, infiltrate a computer or computer system and/or damage the software components of the computer (including laptops, tablets, etc.).

Gray Away Etiquette and Conduct

Transitioning entirely to remote learning is a new experience for Gray Academy faculty, students and families. As with all our interactions in school, behaviour and communication online is to adhere to the same Gray Academy values we expect within the Gray Academy building – respect, compassion and community. We are all to follow the same code of conduct and procedures outlined in the Family Handbook (available in the Parent Portal at grayacademy.ca).

Students

- Come to each live lesson on time and ready to learn; have all books and/or supplies needed.
- As much as possible, try to attend live classes in a quiet designated workspace to eliminate background noise and visual distractions for yourself, your teacher and fellow students.
- **Mute your microphone until you are asked to do otherwise.** Remember the class can hear all the background noise in your home when your microphone is on.
- Do not use the “Comments” feature during a live class, unless your teacher asks you to.
- When you do use the Comments feature, make sure everything you post is school appropriate. Your teacher, school administrators and your parents can see your posts at any time.
- While school uniforms are not required right now, dress appropriately, like any casual day at school. Everyone can see you!
- If you need to contact a teacher or other Gray Academy staff, you should do so using their Gray Academy email or other approved program (Google Meet, Seesaw, etc.).
- Follow teachers’ guidelines for contacting them outside of scheduled learning times and/or office hours. Do not contact teachers or staff during Shabbat or Jewish holidays.
- As always, harassment or bullying online is never acceptable. Online behaviour that hurts members of the community or has harmful impacts on the school will not be tolerated.
- Most online classes are recorded. Any manipulation or sharing of these recordings is prohibited.

Families

- Attendance is taken during all live classes. If your child is ill or otherwise unable to attend a live class, please be sure to report the absence by calling the Gray Academy Office at 204.477.7410.
- During these uncertain times, it is very normal for anyone – especially a child – to feel out of sorts, often without understanding why. Your classroom teachers are here to help.
- Communication with the school should follow the same procedures as outlined in the Gray Academy Family Handbook. The class teacher should always be your first point of contact.
- You can contact your child’s teacher anytime via email – see the Reach Your Teacher links in Gray Away or in the Parent Portal for a full staff contact list. Messages will be returned by the next school day.
- Explain the issue or concern to the teacher fully (and respectfully); collaborate with the teacher on how the concern will be addressed.
- If the teacher is unable to resolve the issue, the teacher and/or parents may seek assistance from the principal or a member of the Student Support Services team.
- Conversely, if a teacher observes a classroom concern, such as inappropriate behaviour, unreported absences or failure to submit assignments, parents should expect to be alerted by the teacher.

A Handy Guide to Learning Online

<p>Be Your “Best Self”!</p> 	Be polite and kind.
	Be supportive of your teachers and peers.
	Dress appropriately and “smile for the camera.”
<p>Preparation</p> 	Make sure your device is fully charged or plugged in.
	Before 9 a.m., set up your work area and materials.
	Review the daily schedule prior to the start of classes.
<p>Online Etiquette!</p> 	Stay focused and be sure to not distract others with your behaviour.
	Do not use slang when speaking or writing comments to your classmates or teacher. Enunciate for the mic.
	Check your grammar and spelling - look for typos before you press send.
<p>Academic Honesty</p> 	This is a big category, and teacher expectations gradually increase as you rise through the grades.
	Take advantage of some of the great citation/bibliography generators to help keep you organized
	Ask questions if you are uncertain of what, when, where and how to cite your sources.

Tips for Online Safety

With our students spending a lot more time online, we must all be vigilant to ensure they are using the Internet safely. The following information, compiled by the Winnipeg Police Department, offers valuable tips for the safe use of technology by school-age children.



Keep kids safe online

Kids today can go online from so many different sources, including video game consoles, tablets, smart phones and even handheld gaming devices. Young people are increasingly living their lives online and their digital devices are some of their favorite toys and tools.

Shouldn't this new playground be a safe and nice place? With your guidance, it can be. Teaching internet safety in the elementary years will have lasting rewards for you and your kids.

Internet Safety Basics

Help your kids understand that they should:

- Never share their names, schools, ages, phone numbers, or addresses;
- Never send pictures to strangers;
- Keep passwords private (except to parents);
- Never open email from strangers – it may contain viruses that can harm a computer; and
- Immediately tell an adult if something mean or creepy happens

Strategies for a safer online life

- **Visit only age-appropriate sites.** Check out the site before your kids visit it. Know what features and what content exist and make sure they're good for your kids
- **Search safely.** Use safe search settings for young kids or think about applying filtering software to limit appropriate exposure
- **Avoid strangers.** Tell your kids that people aren't always who they say they are in cyberspace. Explain that if someone they don't know talks to them, they shouldn't respond but should always let you know

- **Be a good cyber citizen!** Remind kids that an internet playground is still a playground and they need to play nicely. A good rule of thumb: if they wouldn't do something in real life, they shouldn't do it online
- **Keep the computer in a central place** so you could see what's going on
- **Establish expectations and limits** about the amount of time your children spend online and what they do
- **View your own habits carefully.** You are their role models
- **Be involved and have fun with them!** Start by showing interest in the sites they visit and the games they play, and your job will be a lot easier when they start exploring these technologies more independently

For further info, training aids and presentations for parents, kids and educators - see - Canadian Centre for Child Protection: <https://www.protectchildren.ca/en/>

We may not be able to bring our Crime Prevention Presentations into the community right now, but that doesn't mean we can't share our Crime Prevention tips and information with you.

On Thursday, April 9th at 2 p.m. we hosted a Facebook Live presentation for **parents on Social Media and Online Gaming Safety**. Constable Orlando Buduhan, one of our school education specialists, shared information on the following topics:

- the most popular online platforms being used
- some of the dangers and pitfalls these platforms have for young people; and
- how you as a parent, guardian or educator can help keep your kids safe when they are online.

Click on the link below for more safety tips!

<https://www.facebook.com/wpgpoliceofficial/videos/1409848112557140/>

Support for Every Student

Gray Academy is home to a wonderfully diverse community of learners with different backgrounds, talents, strengths and needs. Our Student Support Services team teaches, guides and enhances learning and growth at every level, in every grade, each and every day.

As we all face the challenges of teaching and learning away from the classroom, ensuring all students have the academic and emotional support they need is more important than ever. As always, Gray Academy's Student Support Services team is here to help students build skills, gain confidence and overcome challenges, whether those challenges are related to everyday learning or unique to being away from school:

<ul style="list-style-type: none"> • academic support • English as an additional language (EAL) • study skills • test preparation 	<ul style="list-style-type: none"> • organization of work and assignments • mental health and emotional well-being • social isolation 	<ul style="list-style-type: none"> • conflict management • healthy choices • career and university guidance
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Students and parents can connect with the Student Support team for guidance and assistance:

Heather Micflikier	Student Support Services Coordinator, Special Education/Resource Professional	hmicflikier@grayacademy.ca
Marcelo Mohadeb	Elementary Guidance Counsellor	mmohadeb@grayacademy.ca
Lindsey Leipsic	High School Guidance Counsellor, Career and University Guidance	lleipsic@grayacademy.ca
Danielle Appel	EAL Specialist, Student Support Services	dappel@grayacademy.ca
Nata Spigelman	Student Support Services	nspigelman@grayacademy.ca

Gratitude and References

Gray Academy wishes to thank Upper Canada College for sharing their “Continuous Learning Plan” with the members of CAIS. The document was used as a template for the creation of our plan.

Gray Academy is grateful for the following resources, which have informed the development of Gray Away:

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Appendix 1

Classroom Learning Spaces

Based on David D. Thornberg's *Campfires in Cyberspace*

<p>Campfire</p>  <p>A place for a community of learners to sit together, listen to each other and learn from storytellers</p>	<p>Watering Hole</p>  <p>A place for learning from peers in small groups</p>	<p>Cave</p>  <p>An area to be alone and to reflect or work independently, without interruption or distraction from others.</p>	<p>Swamp</p>  <p>For when when we get stuck on a task or concept and need to meet in a group with an expert.</p>	<p>Plains</p>  <p>For when everyone is working independently, spread out wherever they need to be.</p>
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