



**Remote Learning at Solebury School:  
A Guide for Students and Parents**

(Version 2.0)

Solebury School will reduce group gatherings on campus and move to remote instruction for the entire spring term starting on Monday, March 30<sup>1</sup>, using technology to assist with learning. We are confident that students will receive a robust and stimulating academic program in this new setting which was necessitated by the Covid-19 pandemic. The primary means of conducting classes will be through our learning management system, Canvas. This guide intends to spell out what school will look like, what you can expect from our faculty and staff, and our expectations of students. Know that in all that we do, we place the health and wellness of the members of our community as our top priority. Please do communicate with us through email or phone if you have questions or concerns about our plan moving forward. Contact information can be found at the end of this document.

**What is remote learning?** Starting on Monday March 30, Solebury students and teachers will engage in **remote learning**. We use the term remote learning deliberately and in lieu of technology-specific terms such as “e-learning” or “online classes” because we believe meaningful remote learning opportunities do not—and should not—require students to sit isolated in front of a screen for hours each day. Instead, our approach to remote learning seeks, to the greatest extent possible, to ensure that students (a) maintain connections with each other and with their teachers and (b) engage in authentic learning experiences across all disciplines. Although remote learning will never replace the direct contact students have with their teachers and peers as members of a caring, inclusive campus community, it will allow students to continue to progress in their studies and to nurture relationships with friends and trusted adults.

**What will students do during remote learning?**<sup>2</sup> During the spring term, classes will be run **asynchronously**, meaning that students will be able to engage with the material, participate in activities, and generally do coursework at a time that is convenient for them. Teachers will “build” their classes throughout a five-day in-service (from March 23 - March 27). However, teachers may elect to meet with their students **synchronously** during the usual class time so long as all students can “attend” at a reasonable hour for them. For instance, a student in California will not be expected to be online for a class at 8:30 EST (which is 5:30 AM their time), but if the class meets at 1:40 EST, then that would be reasonable for them. We will follow the same four-day rotating schedule that we are used to following, but classes will only meet when teachers tell students to attend and only if it is reasonable for all students to do so. The

---

<sup>1</sup> This is a change from a March 26th start which was previously communicated.

<sup>2</sup> The content of this paragraph has been updated from the prior version to include asynchronous courses

primary tool in building classes is our learning management system, Canvas. This will be supplemented with tools like Zoom, email, Kahoot, Lingt (for language courses), and others.

**What will a typical remote learning course look like?** Remote learning lessons will take many forms, as teachers will employ a range of tools and techniques to facilitate learning and interaction. Students are already familiar with some of the tools, which can be accessed from anywhere, including Canvas and G Suite tools (e.g. Google Docs, Sheets, Slides, and Forms).

To give you a sense of the type of learning activities your child will experience during remote learning courses, here are a couple examples.

*Example 1:* At the start of a synchronous science class, students log into their class on Canvas. After welcoming the students, the teacher engages them in a discussion of a problem set that students completed for homework, assigned during the previous lesson. During the discussion, students pose questions and use a virtual white board to share their work with the teacher and with each other. Before the end of the period, students take a two-question Google Form quiz which will allow the teacher to assess their understanding.

*Example 2:* In an asynchronous math course, students have been tasked with working in pairs on a data analysis project. The pair meets (virtually) to chat about the analysis and undertakes their work on a Google Sheet, which is also shared with the teacher. The teacher monitors the work of the pairs over a period of time, offering comments that the students may act on. The end result is a summary of the pair's data analysis with graphs and text, their conclusions and reflections on the activity.

**Will students have homework?** Homework may precede or follow synchronous classes and/or will be assigned to be done asynchronously by a due date. To balance our students' workload, due dates for all homework will align with when that class would ordinarily meet. Students will be asked to spend no more than 120 minutes on homework per week for courses that meet twice, and up to 180 minutes per week for courses that meet three times in that week.

**Will the school's usual rules and policies apply?** Yes, all rules and guidelines as outlined in the *Student Handbook*—including those related to academic work, student conduct, and integrity as members of the Solebury School community—apply during remote learning. Students with questions should reach out to their advisor or another trusted adult.

**Will attendance be taken?** When teachers choose to run a synchronous class, we will take attendance. Any excused absences should be communicated to [Greg Lewis](#) or [Annette Miller](#). If a student is not present in a required class, you will be contacted by either Greg, Annette, or Rick.

**Will students and advisors meet?** All students who can reasonably attend will have at least one point of contact with their advisor each week (Tuesday at 1:20, as usual). For advisors and students in disparate time zones, they will arrange for a video meeting once per week at a time agreeable to both. Students are encouraged to reach out to their advisors to support their social, emotional, and academic needs—or simply to stay connected.

**What other resources will be available?** All teaching adults will be available during remote learning. Students and parents are welcome to email anyone with questions or to set up a time to speak on the phone. Contact information for some of the adults who might be particularly helpful are listed at the end of this guide.

**How can I help my child succeed during remote learning?** Remote learning may be challenging for some. Here are three ways you can help your child succeed during the transition to and duration of remote learning.

*Help your child establish and stick to routines.* While your child may at first enjoy the freedom from some of the usual school routines that remote learning allows, many will come to crave the boundaries and social connections that these routines provide. Depending upon your child's age, you may wish to help your child establish norms around getting up and getting dressed, work spaces during the day, staying organized, snacks and meals, family time, and physical activity.

*Encourage physical activity.* Several aspects of our normal school day is designed to allow students to move about frequently during the day. Although

students will not be walking between classes, meeting in assembly, or doing after-school activity, please encourage them to stay active as much as possible.

*Be mindful of your child's level of anxiety.* Because our decision to go to remote learning is in the context of a crisis, some students will be understandably worried about family and friends. They will likely feel some additional stress as they hear concerning news reports and wonder when life will return to normal. Help your child process what they are hearing and their concerns, remind them to take breaks from news and social media, avoid burdening them with your own worry, and allow them to focus on the routine of school.

Our counselor, [Julie Laing](#), will be available to support students individually. She can do that through a phone call or video chat. Julie can be reached directly at 267-614-0268 or by clicking on the link in her name.

**Whom should I contact if I have questions or concerns?** If you have questions or concerns about your individual child's engagement in remote learning, please reach out to your child's advisor or the Director of Studies, [Rick Tony](#). Questions or concerns about learning accommodations should be directed to our Director of Learning Skills, [Kristy Raska](#). More faculty or staff are listed below. Call the main school phone at 215-862-5261 to be connected, or contact via email.

[Tom Wilschutz](#), Head of School

[Steve Buteux](#), Associate Head of School

[Annette Miller](#), Dean of Students

[Greg Lewis](#), Assistant Dean

[Sasha Skulsky](#), Dean of Residence Life

[Tim Gallen](#), Director of College Counseling

[Rob Eichem](#), Athletic Director

[Julie Laing](#), School Counselor

[Carol Hey](#), School Nurse

[Leila Crooks](#), School Nurse

From Alertus Magnus College to their faculty

1. Nobody signed up for this.

- Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus
- Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials

2. The humane option is the best option.

- We are going to prioritize supporting each other as humans
- We are going to prioritize simple solutions that make sense for the most
- We are going to prioritize sharing resources and communicating clearly

3. We cannot just do the same thing online.

- Some assignments are no longer possible
- Some expectations are no longer reasonable
- Some objectives are no longer valuable

4. We will foster intellectual nourishment, social connection, and personal accommodation.

- Accessible asynchronous content for diverse access, time zones, and contexts
- Optional synchronous discussion to learn together and combat isolation

5. We will remain flexible and adjust to the situation.

- Nobody knows where this is going and what we'll need to adapt
- Everybody needs support and understanding in this unprecedented moment