



## Hybrid Learning Plan

St. Luke's School is committed to fully support our students and parents when in the distance learning environment and to deliver the same quality educational experiences that we provide in the classroom. We recognize that the process of returning to school requires flexibility and adaptability so as to support the diverse needs of our community. It is our priority to nurture our students' intellectual, social, emotional, and spiritual growth, always guided by our mission statement.

The plan incorporates best practices for distance teaching and learning for our students while they learn at home. To the best of our ability, these practices will assure continued academic progress as well as the physical and emotional health and safety of our students and staff.

### The Instructional Learning Models

Learning Model 1: Full In-Person Instruction. Students and staff returning under this plan will follow the health and safety measures that have been laid out in our reopening plan.
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Learning Model 2: Virtual instruction is required or families choose to engage in full distance learning for the year or specified duration of time.
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Learning Model 3: Full distance learning is required for all students.
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For quick access to the Hybrid Learning Plan for your child's grade level, click on the shortcut below:

[Special Area Classes](#)

[Preschool Hybrid Learning Plan](#)

[Kindergarten-Grade 2 Hybrid Learning Plan](#)

[Grades 3-5 Hybrid Learning Plan](#)

[Grades 6-8 Hybrid Learning Plan](#)

## The Hybrid Distance Learning School Day (Individual or Small Group)

SLS recognizes that families may also desire to engage in at-home learning OR are unable to attend school due to quarantine restrictions during the school year. For those families, we will offer a hybrid learning program that is integrated with our in-person instruction and created by the teacher/distance learning liaison. In the event that an individual student has chosen to learn at home (***family must declare to the school that they want to participate in the hybrid model***), but are otherwise well enough to participate in the school day, a distance learning program will be provided for them as long as they will not be in school. Students will engage in a combination of synchronous (live Zoom meetings with their teachers) and asynchronous (independent work) learning to connect with teachers regularly. It is our goal to provide targeted, rich instruction for virtual students that enables their continued academic progress and ensures their experience of staying connected to our faith and learning community.

Dedicated [Distance Learning Liaisons](#) will coordinate the delivery of distance learning for these students, act as a liaison with their teachers, and provide daily check-in communications to address any concerns or questions. They will use Evernote as the mode of communication between teachers. They will also act as an additional connection to the SLS learning community.

Hybrid learning due to illness/quarantine:

Parents will notify the school secretary of a student's quarantine-based absence from school and whether they will be able to fully participate in distance learning. The homeroom teacher and distance learning liaison will be informed of the student's virtual attendance need and the anticipated duration of time and will activate plans to include the student in the daily instruction and learning activities. Please be flexible and patient as teachers work to create a schedule for a quarantined/ill student.

### **Please note:**

- Students choosing the hybrid model are not limited to just the home-based activities. As the academic year progresses, opportunities for in-person

sessions will be identified (i.e. participating in Mass). These will be shared with families ahead of time so that they can plan accordingly and will notify SLS that they wish to participate. These will be optional for students.

- In recognition that this could be a fluid situation, if a family should decide to return to in-person instruction, they may do so after notifying the school in writing a week in advance. This time will allow the school to ensure that appropriate changes can be made to the classroom layout to safely accommodate an additional student.
- Families may also choose to transition to online learning during the school year. Again, written notification must be completed a week in advance before this transition takes place. This will allow the classroom teacher to set up the necessary communication channels and connect the student with the distance learning liaison.

All virtual students will check Google Classroom at the beginning of the day for their daily assignments. They will follow the general schedule of the school day while learning remotely with daily virtual check-ins to assess for understanding. Where practicable, teachers will include students in class activities through synchronous or recorded meetings. Teachers will maintain regular contact with students (and/or their parents) who are in distance learning through email, phone calls, and/or online meetings. Plans and assignments will be adjusted for the anticipated length of the distance learning period.

## **SPECIAL AREA CLASSES**

### **Grade K-8**

#### **Instructional Overview:**

All virtual students in grades K-8 (and in some instances Pre-K), will partake in their specials (music, art, PE, library, Spanish) where practicable throughout their weekly schedule, connecting them with many more of their teachers and enhancing their virtual experience at SLS. **The special area teacher will coordinate with the distance learning liaison and the homeroom teacher to ensure that the student will have access to these areas of study.** Teachers will provide weekly activities or assignments as age-appropriate for students to complete. They will use Seesaw, Zoom, or Google Classroom to deliver and collect assignments and activities. These will be mandatory activities for students to complete and will be included in their grade for that subject.

**Art:**

- The teacher will check-in with students virtually during scheduled Zoom meetings.
- Where practicable, students will join in scheduled class periods via Zoom
- Where practicable, students will collaboratively share their art with their class once a month via Zoom, depending on the timeline of projects.
- Assignments and choice activities will be posted in Seesaw and Google classroom.
- Online resources may include Seesaw (K-3), Google Classroom (3-8), YouTube Videos, and Zoom to supplement learning.

**Music:**

- The virtual student will check in with the teacher during a scheduled Zoom meeting, phone call, or via email to provide support for the posted activities/assignments.
- Where practicable, virtual students will participate in Zoom synchronously with their music class when new material is being presented or a class activity is planned.

**Library K-5:**

- Check-in with students at the beginning of the period via Zoom (grades K -5).
- At-home learners will listen to the lesson and the story(ies) read provided by the teacher.
- Students in grades 4 and 5 will have lessons on various technology tools to use for their learning.
- Zoom, Google Classroom, Seesaw, netsmartz kids, code.org, and Google tools will be used at times throughout the virtual experience for library use.

**PE/Health:**

- Virtually check-in with students during the available period using Zoom where scheduled with students.
- Posting in Seesaw and Google classroom for assignments for the week's activities.
- Use of Seesaw K-3, Google Classroom 3-8, YouTube Videos, or Zoom as modes of instruction as applicable.
- Use of Social Emotional Learning (SEL) activities for students to complete at home for check-ins in health class, centered around issues of social and emotional health.

**Spanish:**

- The virtual student will check in with the teacher during a scheduled Zoom meeting, phone call, or via email to provide support for the posted activities/assignments. Wednesday Zoom office hours will be offered.
- Where practicable, virtual students will participate in Zoom synchronously with their Spanish class when new material is being presented or collaborative activity is planned.
- Online resources may include Seesaw (K-3), Google Classroom (3-8), Flipgrid, and Duolingo 6-8.

## **GRADE-LEVEL PLANS**

### **Preschool (Ages 3 and 4)**

#### **Instructional Overview:**

Luke's Preschool is a developmentally appropriate, multi-aged program centered on the whole child in a faith-filled, nurturing environment. Inspired by the schools of Reggio Emilia in Italy our teachers provide opportunities that capture the curiosity and wonderment of children. We value, support, and document each child's learning while providing materials that foster creativity and expression of ideas and feelings.

The curriculum focuses on sharing the natural world with children and their connection to it in playful ways. Exploration, investigation, and deep thinking are encouraged while promoting essential skills for learning. Children gain confidence and develop a sense of community as they participate in interactive activities.

The Preschool teachers will work closely with the families to determine what level of interaction the family/student and teacher will have each day/week. Teachers will provide flexible weekly activities or assignments as age-appropriate for students to participate with their families' support.

**Specific hybrid ideas to loop in virtual learners in the preschool:**

Morning meeting will be recorded for parent/s to show their child when they are able. Read-alouds of books read at school for lessons will be recorded so the students can see/hear their teacher.

SeeSaw will be used to send instructions, questions, lessons, and documentation for religion, art, math, science, and language arts.

Helpful strategies for instruction will be sent to parents of hybrid learners.

Parents and children will share work through SeeSaw or email as determined by the teacher.

Office hours will be available to parents and children at 4:00 each day.

Potential online resources to aid in learning:

Zoom, email, Google Classroom, Mystery Science, RWPZoo, PBSKids

## **Kindergarten-Grade 2 Hybrid Learning Plan**

**Instructional Overview:**

The primary grade teachers recognize that the distance learning environment presents special challenges to our young students and their families. We seek to provide effective ongoing communication, instruction in the use of our platforms, meaningful assignments, and engaging online instruction for our virtual learners. We understand that both structure and flexibility are essential for the success of teaching and learning at these grade levels. Our strong partnership with our students' parents and guardians is the key ingredient to reaching our distance learning goals.

**Access to Learning Remotely:**

All K-2 students will have access to a school-issued device to use for their virtual learning experience.

Students will have an SLS email account and access to Seesaw, our classroom management system where activities and assignments will be housed. Students will use these platforms both in school and while distance learning to access and complete class assignments to keep all students on the same academic track. Students and their parents will receive instruction on the use of Seesaw, Gmail, and other content-specific programs and applications at the start of the school year during a virtual orientation for distance learners. This meeting will include the students' teacher and their distance learning liaison.

*Please note that the schedule for virtual learners will vary slightly by grade due to the differing schedules of each of our teachers. Once a family declares that their child will*

*be learning virtually while the school is learning in-person, a schedule for the student will be made that works best for the student, teacher, and liaison. Please be patient and flexible as a carefully designed schedule is created for your child.*

The virtual day will begin at or as close to 8:15 AM with a morning check-in for daily attendance, prayers, and announcements. All synchronous class meetings will take place on Zoom. Where applicable, synchronous class meetings will be carefully planned to deliver content in short focus lessons, allow for students to participate in learning activities and to assess student progress. Students will receive instruction and support for the completion of asynchronous learning activities and assignments. This will be done through office hours offered by their teacher for virtual students and specific check-in times via Zoom determined by the classroom teacher. Virtual students will also have an opportunity to check-in at the end of the school day.

Class instructional methods will vary depending on content and teacher planning. Models such as Blended Learning, Flipped Classroom, Workshop Model, leveled reading groups, and “break-out” sessions will be used on a regular basis for our virtual learners. We will also continue to use project-based learning models that support the curiosity of our learners by providing them choice in activities on Seesaw. Our exceptional learners will have opportunities to receive additional support during individual and small group meeting times with their distance learning liaison.

Samples of how virtual students will be connected to their classmates who are learning in-person are included but are not limited to:

**Kindergarten:**

- Zoom will be used for prayer/morning meeting/closing of the day and check-ins. Zoom will also be used for Math and Reading/ELA while presenting assignments.
- Communicate with parents if needed via email no later than 6 pm each day.
- Science/Social Studies/Religion assignments will be emailed or ready for pickup on Monday mornings.

Potential online resources to aid in learning:

Zoom, Seesaw, Connect Ed (Wonders) Spelling/City, Mystery Science with Doug, Epic Books, Vooks, Zearn, Flipgrid, Freckle, Google Classroom, IXL, pre-recorded videos, and YouTube videos will be used as added resources for virtual learners.

**Grade 1:**

- Zoom will be used for prayer/morning meeting/closing of the day and check-ins. Zoom will also be used for Math and Reading/ELA /Phonics while presenting assignments.
- Communicate with parents if needed via email no later than 6 pm each day.
- Science/Social Studies/Religion assignments will be emailed or ready for pickup on Monday mornings.
- Check-in with the teacher/liaison for support as needed during planning time.
- Weekly activity packets will be emailed or picked up for Religion, Social Studies, and Handwriting assignments.
- Regularly communicate with parents through Seesaw/email.

Potential online resources to aid in learning:

Zoom, Seesaw, Connect Ed(reading series), Spelling/Vocab City, Mystery Science, Epic, Vooks, Zearn, Splashlearn, Flipgrid

### **Grade 2:**

- Zoom will be used for prayer and morning meeting/end of day check-ins including reading and math.
- Zoom will also be used with the teacher/liaison for support as needed during a planning time-scheduled ahead of time.
- Weekly information will be communicated for Religion, Social Studies, and Handwriting assignments.
- Regularly communicate with parents through Seesaw/email.

Potential online resources to aid in learning:

Zoom, Seesaw, ConnectEd, Spelling/Vocab City, Mystery Science, Epic, Vooks, Zearn, Splash Learn, Flipgrid, Boom cards, Freckle, YouTube.

### **Teacher Responsibilities**

- Communicate effectively with parents and students about expectations, assignments, and performance on a regular basis.
- Provide instruction and practice for students and their parents on the use of email, Seesaw, and other online programs and applications that will be used in the hybrid model.
- Post daily assignments prior to class time on that day in Seesaw, by 8 am -with the understanding that some assignments can and will change based on the pacing of the class of students learning in-person.
- Plan for the support of exceptional learners through individualized or small group instruction, modified assignments, and/or alternative assessments on Zoom and with their distance learning liaison.

- Provide timely feedback and assessment of virtual student work. Contact parents when concerned about a student's performance or lack of online connection.

### **Parent/Guardian Guidelines for Virtual Learners**

- Provide a quiet, distraction-free, well-lit area in your home for your child to work.
- Establish a routine with your child to check their school email and Seesaw each morning for messages and expectations for the day. Prepare them for their morning virtual check-in.
- Help your child follow the schedule as determined by the classroom teacher/liaison. This includes meeting times for check-ins, group, and independent work completion where applicable.
- Encourage your child to work independently and allow that there will be questions, challenges, failures, and struggles along the way.
- Please support our rule that meals and snacks are not permitted during Zoom meetings unless planned in advance by the classroom teacher.
- Ensure that your child has access to school and project supplies at home for active learning. (See the list below.)
- Communicate any concerns or questions with your child's teacher/liaison.

*\*By following these guidelines, your child will benefit from a school day routine that sets her/him up for success while learning from home.*

### **Student Expectations**

- Be on time and attend all class meetings scheduled by the teachers, including your specials where applicable (physical education, Spanish, art, music, library).
- Make sure your device is plugged in and/or fully charged each day.
- Be dressed appropriately for school, sit in a chair, and remain focused. Be respectful of your teacher and all your classmates if joining a group discussion.
- Be prepared with materials (books, pencils, paper) and ready to learn.
- Keep your work area neat and tidy as expected in school.
- Enter the class meeting on mute and stay muted until you need to speak. Raise your hand when you want to speak and try to speak one at a time. Turn on your camera and stay in view of the camera for the entire lesson. Be patient as your teacher addresses your concerns.
- If you are experiencing technical issues, please tell your teacher as soon as possible in an email.

- Do not use messaging or chat with other students during whole-class meeting times. Avoid distractions. Siblings, pets, toys, and other distractions should not be present in your work area.
- Complete all daily assignments and put forth your best effort. Ask questions and let us know how you are doing. Your teachers want to hear from you!

## **Grades 3 to 5 Hybrid Learning Plan**

### **Instructional Overview:**

The intermediate grade teachers recognize the developing autonomy and independence of children in this age group. The transition from “learning to read” to “reading to learn” gives these students a sense of confidence and competence in managing their online learning. Still, we know that these students also need lots of encouragement, feedback about their progress, and support to take on new learning challenges. We understand that structure, flexibility, and teacher availability are essential to supporting these students. We look to a strong partnership with our students’ families to ensure a successful distance learning experience for our intermediate learners.

Grade 3 is an important transition year in terms of independent reading ability. Students will use the Seesaw class management system at the start of school in September, and by mid-year will transition to the Google Classroom management system.

*Please note that the schedule for virtual learners will vary slightly by grade due to the differing schedules of each of our teachers. Once a family declares that their child will be learning virtually while the school is learning in-person, a schedule for the student will be made that works best for the student, teacher, and liaison. Please be patient and flexible as a carefully designed schedule is created for your child.*

### **Access to Learning Remotely:**

All students in grade 3-5 will receive a tablet for virtual and in-person instruction.

All students in grades 3-5 have an SLS email account which is linked to Google Classroom. Students use their email account along with Google Classroom to access any virtual class assignments. Students will receive instruction in the use of email,

Google Classroom, and several content-specific classroom applications as they learn from home.

### **Instructional Methods:**

The virtual day will begin at 8:15 with a morning check-in for daily attendance, prayers, and announcements. Daily assignments will be posted prior to class times in Google Classroom. Students are expected to attend all meetings as per class schedule, including their special classes.

All class meetings will take place on Zoom.

Class instruction will vary depending on content. Models such as Blended Learning, Flipped Classroom, leveled reading groups, and “break-out” sessions will take place on a regular basis. We will also continue to use project-based learning models that support the curiosity of our learners. Our exceptional learners will have opportunities to receive support during small group meeting times. Please note that the schedule for virtual learners will vary slightly by grade due to the differing schedules of each of our teachers.

Where practicable, synchronous class meetings will deliver content in short focus lessons and allow for the virtual student to participate in learning activities. Students will receive instruction and support for the completion of asynchronous learning activities and assignments. This will be done through office hours offered by their teacher and specific check-in times via Zoom determined by the classroom teacher and the distance learning liaison. Virtual students will also be responsible for checking in at the end of the school day with their teacher/liaison.

### **Teacher Responsibilities**

- Communicate effectively with distance learning liaison, parents, and students about expectations, assignments, and performance.
- Provide instruction and practice for students and their parents on the use of email, Seesaw or Google Classroom, and other online programs and applications.
- Post daily assignments prior to class times (8 am) in Seesaw or Google Classroom.
- Plan and conduct short standards-based online lessons and provide class activities using best practices in teaching and learning.
- Plan for the support of exceptional learners with modified assignments, and/or alternative assessments as needed.

- Provide timely feedback and assessment of student work.

### **Parent/Guardian Guidelines**

- Locate a quiet, well-lit area in your home for your child to work.
- Help your child establish a routine for checking their school email and Google Classrooms each morning for assignments, messages, and expectations for the day.
- Help your child follow the regular schedule as assigned by the school. This includes meeting times for instruction, group, and independent work completion. Attendance will be taken at each meeting throughout the day.
- Help your child to maintain the school agenda with upcoming work and project due dates.
- Ensure that your child has access to supplies for learning.
- Encourage your child to work independently and allow that there will be questions, challenges, failures, and struggles along the way. All work is expected on the assigned due date.
- Meals and snacks are not permitted during classes unless it is planned in advance by the classroom teacher.
- If your child is unable to attend class for the day please inform the office and teacher via email.
- Communicate any concerns or questions with your child's teacher/liaison.

*\*By following these guidelines, your child will benefit from a school day routine that sets he/she up for success while learning from home.*

### **Student Expectations**

- Follow the daily schedule set by your teacher/liaison. Check emails, agenda, and Google Classroom regularly to ensure you are up to date on activities and assignments.
- Be on time and attend all online class meetings, including your specials (physical education, Spanish, art, music, library).
- Make sure your device is plugged in and/or fully charged. Be prepared with materials (books, pencils, paper) and ready to learn.
- Be dressed appropriately for school, sit in a chair, and remain focused.
- Keep your work area neat and tidy as expected in school.
- Avoid distractions. Siblings, pets, toys, and other distractions should not be present in your work area.
- Enter the class meeting on mute and stay muted until you need to speak. Raise your hand and wait to be called on by your teacher.

- Turn on your camera and stay in view of the camera for the entire lesson. Use your own name.
- If you are experiencing technical issues, please tell your teacher as soon as possible in an email.
- Be respectful of your teacher and all your classmates.
- Use headphones with a microphone or wired headphones (not Bluetooth/AirPods) to communicate effectively.
- Do not use messaging or the chat function during synchronous class meeting times.
- Do not screenshot or record a Zoom without the permission of the host/faculty member.
- Complete all daily assignments on time and put forth your best effort. Ask questions and let us know how you are doing. Your teachers want to hear from you!

### **Distance Learning Supplies**

Parents are asked to keep the following supplies at home for their virtual learners. They will alert parents to any additional supplies needed:

- School-issued Chromebook
- Books, notebooks, agenda, and/or binders
- Writing materials (pencils, pens, erasers, crayons, colored pencils, etc)
- Scissors
- Ruler

Samples of how virtual students will be connected to their classmates who are learning in-person are included but are not limited to:

### **Grade 3:**

- Zoom will be used for morning attendance, prayers, announcements, and end of day check-ins.
- ELA lessons and math lessons will be posted by 8 am.
- Additional office hours via Zoom time during planning times for extra support/questions in all content areas.
- Daily Zoom check-in with the distance learning liaison will be scheduled.
- Teacher emails, and phone calls home will be made as needed.

Potential online resources to aid in learning:

Seesaw, Connect Ed, Spelling/Vocab City, Readworks, Zearn, Freckle, Flipgrid, and Mystery Science, Google Classroom.

**Grade 4:**

- Zoom for morning announcements and prayers, and content areas such as math, science, and ELA classes.
- Zoom at the end of the day for prayers and announcements.
- Check-in during the day as needed with the teacher/liaison.
- Emails/ phone calls to home as needed.
- Google Classroom for assignments.

Potential online resources to aid in learning:

Zoom, SpellingCity, Readworks, Noredink, Mystery Science, IXL, Khan Academy, Google Classroom, Freckle, Zearn

**Grade 5:**

- Check-in in the morning for prayer and announcements, during math and reading, and other content areas via Zoom.
- Zoom with students for synchronous lessons as practicable.
- Use breakout rooms to work with small groups.
- Check-in with the teacher/liaison via Zoom.

Potential online resources to aid in learning:

Zoom, Spelling City, IXL, formative, Readworks, Google Classroom, Mystery Science

## **Grades 6-8 Middle School Hybrid Learning Plan**

**Instructional Overview:**

The Middle School Team is confident that our adolescent learners are prepared to navigate virtual learning with greater independence and minimal help from parents. All middle school students have experience using our Gmail, Google Classroom, and Zoom meeting platforms, and their teachers will continue to use these management systems to communicate with students and to assign and collect work, both for the in-person learners and for those learning at home.

The virtual learning schedule will be created to provide structure, consistency, and flexibility for our students learning from home. Students will engage in a combination of synchronous and asynchronous learning activities during the school day.

Assignments to be completed on Google Classroom will be posted by 8:00 AM each day and will provide clearly communicated lesson plans, including objectives, subject content, deliverables, differentiation and enrichment options, and assessments.

The middle school team will meet regularly to carefully plan and coordinate the schedule for synchronous and asynchronous learning activities. We will strive to provide a balance between structured classroom instruction and flexible learning, as well as do our best to manage students' amount of screen time.

Understanding that all our students learn differently and may have different academic, social, and emotional needs when in the distance learning environment, the teacher and the distance learning liaison will check-in with students on a daily basis.

### **Access to Learning Remotely:**

Students in grades 6-8 will have access to a school-issued device to use for their virtual learning experience.

All students in grades 6-8 have an SLS email account which is linked to Google Classroom. Students use their email account along with Google Classroom to access their virtual class assignments. If new to SLS, students will receive instruction in the use of email, Google Classroom, and content-specific classroom applications as they learn from home.

### **Instructional Methods:**

The virtual day will begin at 8:15 AM with a morning check-in with their teacher/liaison for daily attendance, prayers, and announcements. Attendance will also be taken for each class. Where able, synchronous class meetings will deliver content in short focus lessons and allow for the virtual student to participate in learning activities. Students will receive instruction and support for completion of asynchronous learning activities and assignments. This will be done through office hours offered by their teacher and specific check-in times via Zoom determined by the classroom teacher and their distance learning liaison. Virtual students will also be responsible for checking in at the end of the school day with their teacher/liaison.

Class instructional methods will vary depending on content and teacher planning. Models such as Blended Learning, Flipped Classroom, leveled reading groups, and

“break-out” sessions will be used on a regular basis for our virtual learners. We will also continue to use project-based learning models that support the curiosity of our learners. Our exceptional learners will have opportunities to receive additional support during individual and small group meeting times with their teachers or distance learning liaison.

*Please note that the schedule for virtual learners will vary slightly by grade due to the differing schedules of each of our teachers. Once a family declares that their child will be learning virtually while the school is learning in-person, a schedule for the student will be made that works best for the student, teacher, and liaison. Please be patient and flexible as a carefully designed schedule is created for your child.*

### **Teacher Responsibilities**

- Plan and conduct standards-based lessons and class activities for virtual learners that mirror the classroom for in-person students.
- Plan for the support of exceptional learners through Zoom check-ins, phone calls, etc.
- Conduct regular formative and summative assessments to monitor student progress and skill development.
- Provide timely feedback and assessment of student work. Update the parent portal at least weekly and contact parents when there is a concern about a student’s performance.
- Communicate effectively with parents and students about expectations, assignments, and performance. Provide written instructions and feedback for students to enable their successful completion of independent work assignments.
- Post the scheduled times and links to the day’s Zoom meetings on Google Classroom by 8:00 AM.
- Post new assignments for the day to Google Classroom by 8:00 AM.
- Take attendance at the beginning of homeroom via Zoom and at each synchronous class meeting. Report tardiness and absences to parents.
- Be available during regular school hours (8:00 AM to 4:00 PM) via email, phone, or Zoom to answer student and/or parent questions regarding curriculum, lessons, assignments, and individual student progress.
- Provide instruction and practice for students on the effective use of Gmail, Google Classroom, Zoom, and other content-specific programs and applications.
- Attend to the social and emotional needs of students in the capacity of the classroom teacher and in the role of a middle school advisor.

## **Guidelines for Parents and Guardians**

- Help your child establish and maintain a schedule for their days. Encourage healthy habits (diet, sleep, exercise, recreation, communicating with friends) to manage stress.
- Help your child set up a quiet, well-lit workspace in which to do their schoolwork and participate in Zoom meetings.
- Make sure that your child has the supplies needed for distance learning.
- Encourage your child to use his or her planner to record and track their daily and long term assignments.
- Encourage your child to work independently and explain that there will be challenges, struggles, and failures along the way (and that is ok!).
- Contact your child's teachers if there are any questions or issues.
- Parents have the option of receiving automated daily reports from Google Classroom about their child's assignments. Invitations to accept this feature will be generated from Google Classroom.

## **Student Expectations**

- Establish a healthy daily routine. Wake up on time, get dressed, eat a healthy breakfast, and gather your supplies in time for your homeroom meeting on Zoom.
- Check your Gmail and Google Classrooms each morning and use your planner to record and manage your daily and long term assignments.
- You are expected to meet the same level of behavioral expectations (as outlined in the SLS Family Handbook) when on-line as you do when present in our school building.
- Be on time for each synchronous Zoom meeting, enter the meeting sites on mute, be present visually, use your own name, add only neutral backgrounds, and remain fully present and focused during each meeting. Attendance counts for each check in.
- Act responsibly and respectfully during synchronous class times; therefore, you should not be eating, socializing, or distracting other students while online. You should be dressed in school appropriate clothing and should be sitting upright at a desk or table.
- Contact your teachers/liaisons if you have questions about an assignment. Report technical issues in a timely manner to your homeroom teacher and to Mrs. DiCicco via email.

- Do not record, begin a chat, screenshot, share, repost or otherwise capture digital content created, or images of classmates, during a video class unless given written permission from the teacher or principal.

### **Frequently Used Online Resources in the Middle School:**

- Math: IXL, Khan Academy, GeoGebra
- Language Arts: IXL, Sadlier Online, Scholastic Scope
- Religion: Sadlier, Catholic Climate Covenant, National Catholic Reporter
- Science: Science World, National Geographic, Explore Learning, Study.com
- Social Studies: History.com, Discovery Education, Junior Scholastic, PBS Learning, Study.com
- Spanish: Duolingo, Flipgrid
- Technology: Common Sense Media, Code.org, EverFi

### **Distance Learning Supplies:**

Parents and students are asked to keep a ready supply of the following materials at home should a period of distance learning become necessary.

- Pencils & pens
- Colored pencils & markers
- Lined paper
- Glue sticks or tape
- Scissors
- Metric ruler
- Whiteboard (dry erase markers, small cloth)
- Clipboard
- Project materials such as poster board, cardboard, construction paper
- Independent reading books
- A working home printer is beneficial

In addition to the above home-based supplies, students will also need the following supplies from school before they begin:

- School device with headphones
- School workbooks, textbooks, and notebooks
- Independent reading books

Examples of how virtual students will be connected to their classroom in grades 6-8 include but are not limited to:

- Daily check-ins with distance learning liaison to review a student's plan for the day, including goals, schedule, daily assignments, and any questions they may have.
- Combined in-person & Zoom homeroom for prayer, announcements, and class meetings at the beginning and end of the school day.
- Access Google Classroom for day's assignments. Assignments will be posted by 8:00 AM.
- As practicable, include distance learners in lessons in-class activities such as focus lessons, group work, presentations, and blended learning station rotations.
- Meet one-on-one with virtual learners during daily prep periods or office hours for tutoring, assignment clarification, formative assessments, and SEL check-ins, as needed- complete by teachers and distance learning liaison
- Communicate weekly with parents of virtual learners to address concerns and the quality of student's at-home learning experience.