



Full Distance Learning Handbook for Parents and Students 2020-2021

Welcome to the 2020-2021 school year at St. Pius X school. We want to provide you with this information as a tool to support your student's learning as we embark on a full distance learning model. To begin, we would like you to know that Full Distance Learning is different from what you may have experienced at St. Pius X in the spring. We have taken the results and feedback from teachers, parents, and students in order to create a new model for learning this fall. School will also not be like it has been when it was in person. Many changes have been made and outlined below to support your child's distance learning and to provide your child with more access to the teacher during their learning. This model is an adjustment for everyone involved, and that is why we are providing this information to support you and your child along the way.

We are striving to uphold our mission to provide a faith-centered Catholic education that builds community, forms life-long learners, and promotes academic and moral excellence.

Platform/Communication

- Students in grades **K-5** will use a Google Chromebook provided by the school. Students in **Middle School** will provide their own device.
- Teachers will use Google Classroom to share lessons and post assignments for students.
- Teachers will use Google Meet as the platform for live lessons, small groups, and recorded lessons.
- Students in grades **3-8** will communicate with their teachers via school gmail accounts and/or the chat feature within their school gmail account.
- When students are communicating with teachers they should remember:
 - To be courteous and respectful when addressing SPX staff
 - Use appropriate language
 - To use all provided resources prior to contacting teachers
- Teachers will return communication within 24 hours or by the end of the day Monday if the email was received over the weekend.

- Students and/or parents may request a meeting with the teacher during office hours. Teachers may also request a meeting with a student. These requests need to be made in advance, and these meetings should occur during the office hour window.
- Teachers will be available after the live portion of the lesson to answer individual questions while students are doing independent asynchronous work in the content area scheduled.
- Office Hours (for academic support from the teacher by appointment):
 - **K-4** - M, 1:30-2:30 W, F - 2:00-3:00
 - **5th** - M, 1:30-2:30, TU, W - 2:00-3:00
 - **MS** - M, 2:30-3:00 and 3:00- 3:30 TU-F (MS teachers will be available via email. If a student/teacher would like to meet during this time via Google Meet students/teachers should email prior to office hours)
- Students/parents can reach out to techhelp@stpiusdocs.org (for technology issues related to distance learning).
- Students/parents should reach out to the classroom/subject area teacher for academic questions.

Daily Schedule:

- Each student will receive a full distance learning schedule to follow each day.
- Teachers will take attendance each morning. All students will meet at 8:00AM with their homeroom teacher for 5-15 min to participate in the school prayer, hear any morning announcements, and participate in a mindful activity to start each day.
- The daily schedule prioritizes core classes in the morning K-8 for synchronous and asynchronous lessons.
- Core classes have both a live component and independent (asynchronous) work time just like they do in the classroom. (Teachers might also use the work time for small groups.) Students are expected to attend the live lesson and use the asynchronous time to complete the assigned classwork or request additional help from the teacher.
- During the independent work time, the teacher will be available via Google Meet and/or the chat feature in Gmail for questions.
- Students and teachers will have a 20 minute morning break and an hour long lunch to provide time for eating and movement.
- The school counselor has created a bank of movement activities to share with students to help them be active during the day. Please click [here](#) for that list.
- Students are expected to attend small group sessions and live lessons hosted by the teacher. Teachers will assess students formatively during these sessions (which can include an assignment, exit ticket, or traditional participation points).
- Special classes are required for grades **2-8** unless noted by the Student Support Team.
- If a student was excused from a special class in the spring that does not mean that they are excused during the 20-21 school year.

- In the afternoon, students work on unfinished assignments and watch prerecorded special class lessons and if applicable recorded lessons from the teacher.
 - The daily schedule for K-5 includes designated small group sessions. For 6-8, small group instruction and activities will be incorporated during the core subjects' class periods.
- The whole school will participate in Mass by watching it in the afternoon each Wednesday.

When will faculty post instructions/ assignments?

- A schedule will be shared by the teacher with an overview of the week ahead by Sunday evening.
- Teachers will use Google Meet for live lessons and will also record these lessons.
- Assignments will be posted according to the daily class schedule.
- K-8 special teachers will record lessons and have them posted by 12:00 pm the day of the lesson.
 - MS Spanish will post by 8:00AM the day of the lesson..
- Daily assignments will be due by 3:30PM the day they are assigned. Long term assignments may be given additional time at the teacher's direction.
- No new work will be assigned for the weekend.
 - Students may need to work on unfinished assignments and/or long term projects over the weekend.

Synchronous vs Asynchronous Learning Expectations

Synchronous -Classtime spent during live learning. Students gather in the virtual classroom and learn with their teacher

Asynchronous - Learning through posted materials and videos that can be accessed at any time.

- Students K-8 will have both synchronous and asynchronous lessons five days a week.
- Teachers will follow a schedule for synchronous learning. Students will be expected to attend all synchronous live lessons; however, they will also have the opportunity to watch them later if their learning needs are supported by following a different schedule or in the event of an absence. Students may request access to these lessons from the teacher when needed.
- Students K-8 will be required to attend synchronous lessons for assessments as well as small group work. Teachers will post both on the weekly schedule in advance.

Assessment:

- Students will be assessed with both formative and summative assessments.
- **Middle School** math and LA will be leveled and changes will be made to classes as needed after observations and formative assessments during the first month of school.

Formative assessments

Formative assessments: refer to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or class. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

- Formative assessments will be varied and frequent including but not limited to student presentations, student comments, reflections, discussions, exit tickets, self assessment, independent projects, etc.

Summative assessments

Summative assessments: are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project or unit.

- These assessments will be posted on the weekly class schedule shared by Sunday evening.
- Students are required to attend these live assessment windows.
- Students are expected to put away other devices during assessments, live lessons, and small groups.
- Students take tests live in Google Meet and the teacher monitors them.
- Teachers will monitor students during assessments using Go Guardian.
- Makeup assessment time:
 - MS makeup assessments will be each week for students who need to make up missed work. This will be scheduled and monitored by a teacher.
 - K-5 will be during office hours (by appointment)

Academic honesty

- Students are expected to take assessments independently, without the help of classmates, parents, and unless noted- textbook, notes, internet, etc.
- No plagiarism - plagiarism will not be tolerated and consequences will result according to the school Code of Conduct.

- Students are required to show up synchronously during assessment times.
- Assessments will be taken and submitted during scheduled class period(s).

Specialists

- K-8 special teachers will record lessons and have them posted by 12:00pm the day of the lesson
 - **MS Spanish will be posted by 8:00AM
 - K-5 special teachers will post a link to the homeroom teachers classroom page on the day they are assigned.
 - Middle School special teachers will each have his/her own Google classroom they will post assignments to on the day they are scheduled.
- Specialists will host office hours:
 - **Music** M 1:30-2:30 T-F 2:00-3:00
 - **P.E.** M 1:30-2:30 T-F 2:00-3:00
 - **K-5 Spanish** M 1:30-2:30 T-F 2:00-3:00
 - **MS Spanish** TU and FR 3:00-3:30
 - **Art** M 1:30-2:30 T-TH 2:00-3:00
 - **K-5 Health** M-F 12:30-1:00 and TU-F 3:00-3:30
- Students can find the link under their Meet Icon.
- All lessons will be asynchronous.
- Daily assignments will be due by 3:30PM the day they are assigned. Long term assignments may be given additional time at the teacher's direction.
- K-1 Special classes are optional.
- 2-8 All lessons are required unless otherwise specified by Student Support.
 - A student who was exempt in the spring of 2020 must go through Student Support Teacher to determine if they will participate in specials during the 20-21 school year.

When and how should students submit assignments?

- All teachers will post daily assignments to the Google Classroom.
 - K-5 teachers will post work to the classwork tab. See [video](#)
 - MS teachers will post work to the classwork tab, organized by topic. (See [video](#))
- Students will submit assignments via Google Classroom. [Click](#) here for an instructional video.
- If the teacher asks you to take a picture of your work please make sure it is clear by following this [video](#).
 - If you are having difficulty with the photo quality you can take a photo of the top half and the bottom half. Just make sure they are clear.

- If you are still having difficulty you can download the Google Classroom app to a phone and take a photo and then submit. See [video](#).
- Students must click the “Turn In” or “Mark as Done” button to turn in the assignment.
- Students must check to ensure that the assignment is attached if applicable.
- Here is a [video](#) on how to use voice to text to help complete assignments if a student is having trouble with typing. This can be used with all Google apps. Students will improve their typing skills over time and with practice; however, if typing is inhibiting a student from completing work on time or is adding extra stress, this is a useful tool.
- Daily assignments will be due by 3:30 PM the day they are assigned so that the work (formative assessment) can guide the instruction for the next school day. Long term assignments may be given additional time at the teacher’s direction. Please keep in mind distance learning is different from spring and different than ‘normal school’ as students have known it.

Grading Expectations

- Teachers will provide feedback frequently on assignments including but not limited to a grade, a digital comment, a recorded video, etc.
- Students are expected to have the camera on for all class lessons/assessments.
- 3-8 will send out a missing work report every Sunday night.
- Grades will be updated each week.
- All grades will be posted:
 - K-2 grades are posted in Google Classroom
 - 3-8 **Renweb** is where parents and students will find updated student progress, missing work, and grades.
 - Google Classroom is also a resource for students to know what has been turned in, what has been completed, and what still needs to be turned in. Students should also reference returned work in Google Classroom to view teacher feedback.
- Click here for a [video](#) on how to support students and parents on seeing comments posted on student work by the teacher.
- Students will earn letter grades in all subject areas.
- All teachers will have two categories for grades in Renweb: Formative (classwork/participation) and Summative (quizzes/tests). Assignments and assessments posted within these categories will have various weights according to grade level expectations.

Late Work Policy

- In K-2nd grade, missing work should be turned in when completed.
- In grades 3-8, missing work must be turned in as follows:

- In 3rd-5th grade, late work turned in within 24 hours of the due date receives 25% off. After 24 hours, the student has a week to turn in the work for 50% credit.
 - MS late work turned in within 24 hours of the due date receives 50% credit. After 24 hours, students will receive 0 credit.
- Daily attendance will be taken based on student online engagement each day. Students are expected to be up, dressed, and ready to participate in class.
 - If a student is ill or unable to engage in digital work, parents or guardians must email the school office at fwilson@stpius.org as well as the homeroom teacher.

Absence

- Students who are absent will be able to access assignments via Google Classroom. If they need access to the instruction for a lesson the student needs to email the teacher the date and subject, and the teacher will make the lesson accessible for the same number of days the student was absent.
 - Turning in absent work will follow the same policy in the student handbook.

How can parents/guardians support their students during distance learning?:

- Click [here](#) for ideas on “How to Set Your Child Up for Success in Distance Learning.”
- Schedules and routines are extremely important for all learners. Help your student create routines and habits around distance learning as you would for in person learning. For example, have your child get up, get dressed and have breakfast before logging into their first class at 8:00 AM. Encourage your student to take breaks from screens/technology throughout the day.
- Weekly classwork/assignment schedules will be shared by Sunday night for the coming week. Please help your student review what is up and coming. Help your student utilize a planner or checklist system to track completed assignments and tasks.
- If possible, create a designated school work space with your student.
- Support authentic student work.
 - Teachers are looking for authentic work from students.
 - Teachers need to see what students are capable of doing independently as well as areas they may need growth. This helps guide instruction as well as accurately tracks student growth.
- Please encourage your student to self advocate.
 - This will look different according to age.
 - We encourage students to advocate and speak up for themselves. This can begin with questions in class in K-2 but emailing the teacher

questions directly from the student or meeting for office hours is strongly encouraged in 3-5 and expected in 6-8th grades.

- Teachers are available to help your student with clarifying questions or re-teaching. Help your student use the asynchronous times in core classes or office hours to reach out to teachers.
- Communication with teachers
 - Teachers will respond to email within 24 hours during the week M-TH.
 - Friday, Saturday, Sunday emails will receive responses Monday.
 - If you need a conference with the teacher please reach out via email or phone call to schedule according to the teacher's availability.
- Technology questions or issues:
 - Students/parents can reach out to techhelp@stpiusdocs.org (for technical issues related to distance learning).

Student Enrichment & Support (SES) and English Language Learners (ELL):

- Students on Learning Plans will be put on a modified distance plan that better reflects their accommodations/modifications during distance learning.
- Students on Student Support Plans (SSPs) or Individualized Learning Plans (ILPs) will have scheduled check-ins with an SES teacher, frequency determined case by case.
- Students who are pulled from Spanish will have a mandatory group check-in time each week with an SES teacher.
- All students on plans will be expected to participate in specials unless specifically exempted from a class on their plan.

Counseling Support:

- K-5 Health Lessons will be recorded and posted by the counselor during distance learning 1x a week per class.
- The 6th Grade Health teacher will be supported by the counselor in creating lessons for SEL for T1.
- The counselor has set up protocols for students and how to monitor the students progress toward a defined goal. A reevaluation protocol is being implemented to assess student progress.
- The counselor has created a [link](#) to the school webpage with resources for parents.
- The counselor will hold office hours by appointment for students and/or parents
- The counselor will hold a weekly 'Coffee Conversation' to answer questions at each grade level and connect parents in the community to support each other. These will be scheduled and an invitation will be sent out in advance.
- The counselor will have a weekly schedule so teachers, parents and students will know when and how they can access the counselor for support.
- The counselor will refer and consult with outside providers to support student wellness

Finally, please take a moment to read through the SPX acceptable use of technology agreement with your child. Once you have read it please type your name and submit the form to say that you agree to the terms.

[SPX Acceptable use agreement](#)