



St. Bartholomew School Virtual Learning Plan 2019-2020

**Mrs. Ann Wierzbicki, R.N., M.A.E./Ed.S.
Principal
April 15, 2020**

*The mission of St. Bartholomew School is to love, educate, and inspire
our children to live the teachings of Jesus Christ.*

OVERVIEW

What is Virtual Learning?

Virtual learning, also referred to as digital learning or e-learning, is using technology for teaching and learning outside of the traditional classroom setting. It enables learning to take place anytime and anywhere, and does not require the instructor and the student(s) to be physically together. Virtual learning can be self-directed or guided by a facilitator and can take many different forms. These experiences may include:

- Video lessons self-generated by the teacher or generally available through resources such as Khan Academy, YouTube, Brain Pop, Brain Pop Jr.
- Assignments utilizing online textbook access or open education resources
- Discussion boards and other interactive forums
- Google Classroom and Class Dojo
- Remote conferencing and interactive instruction via video/audio through services such as Google Hangouts, Google Meet, or Zoom.
- Platforms and resources include: Nearpod, Flipgrid, connectED, Think Central, IXL, Kami, LiLoLa, Padlet, Piktochart, Screencastify, Screencast-o-matic, G-Suite apps, Spelling City, Scholastic Learn at Home, Book Flix, Epic! app, Tumblebooks, Tumblemath, Quiziz, Jamboard, PhET, QR Codes for Zaner Bloser, Happy Numbers, Newsela, My Perspectives, Pearson Realize, Study Spanish, Google Drawings, Google Slide, Google Forms, Google Docs, Mystery Science, Education.com, Super Teachers.com, Noteflight Learn, Study Spanish, Pinterest, Brain Pop, Brain Pop Jr., Kahoot, Quiziz, ABCYa, Starfall, Audible, Quizlet, Generation Genius, National Geographic Kids, You Tube, Edpuzzle, AWW, My Perspectives, Common Sense Media, Prodigy, Code.org, Typing.com, Public Library resources
- Sacramental preparation for First Communion and Confirmation continues virtually
- Recommended to visit St. Bartholomew Church website to join Flock Notes and for information about virtual Mass schedule

When will students participate in Virtual Learning Days?

Students will participate in Virtual Learning Days when it is mandated by the Governor or deemed necessary by school administration. For the most part, this will be during extended school closures due to inclement weather and emergency situations.

How will students and parents be notified if a Virtual Learning Day will be used in the event of an emergency school closing?

Parents/guardians will be notified via the Honeywell Instant Alert System, email, and the school website.

How will attendance be taken on Virtual Learning Days?

If no student login is observed during virtual meets, no student work is submitted for the day, or no contact comes via email, the student will be considered absent for the day unless parent/guardian contacts the teacher via email with a legitimate reason. Attendance will be posted on Power School when directed by the Office of Schools. DL indicates the student is present on a Distance Learning Day. Distance Learning days count as part of the state requirement for 180 days of school per year.

In the event of an absence, a student is still responsible for completing the day's assignments.

What are the expected methods of communication between teachers and students on Virtual Learning Days?

Teachers and students are to follow the school's policy regarding communication, which is as follows: *The school-sanctioned email address is the only authorized means of private communication between a student and a teacher.* Teachers and students may communicate in public forums such as discussion boards/blogs, Google Classroom, Google Hangouts, Google Meet, Class Dojo, and Zoom conferences.

What are the recommended methods of communication between/among students if a collaborative assignment is given?

If a collaborative activity is assigned, students are encouraged to communicate with one another via Google Classroom.

What is the value of Virtual Learning Days?

An experience of learning that is more self-directed with flexibility regarding the time and pace of study and assignment completion will give our students another opportunity to hone their organization and time management skills. Students are able to continue their education at home when school has an emergency closing and the virtual learning days count as school days.

Additionally, tools such as discussion boards for interaction and communication within a group and with individuals at various locations are being used more frequently in education at all levels. Virtual Learning Days that incorporate this method of communication will also provide students the opportunity to provide meaningful contributions in this type of forum.

THE VIRTUAL LEARNING EXPERIENCE

What will a Virtual Learning Day look like for students?

PreK 3 and PreK 4: Twenty-five to thirty minutes of live, interactive, direct instruction/day via Zoom where students are divided into 2 groups and each group meets twice a week plus instructional teacher-created videos per day, up to 20 minutes per day, are posted on Class Dojo. Videos include mini-lessons and read-alouds. instruction One-to-one instruction via Zoom may also take place as needed. Class Dojo, email, and the teachers' school webpages are used to share lesson plans with activities, You Tube videos, and website links on a daily basis. Happynumbers.com will be used to monitor Math learning and LaLiLo and/or Epic! for ELA, and optional STEAM activities are offered. Assessments include portfolio submissions on Class Dojo, feedback from parents/guardians via email, Happy Numbers, pictures and recordings of students, and small group assessment via Zoom.

Kindergarten: Up to one hour of live, interactive, direct instruction/day via Zoom plus instructional teacher-created videos in Math and ELA are provided on Class Dojo daily. Additionally, 1:1 or small group video conferences with each student take place. Independent assignments and activities take approximately one hour daily to complete and include activities in phonics, reading, handwriting, writing, math, science/STEM, and religion. ELA and math assignments are posted the evening before and science and religion activities are posted weekly. Class Dojo, teachers' school webpages, and email are used for communication, video, and picture sharing. Portfolios on Class Dojo are maintained for assessments in written responses, completed math pages, and assignments. Individual Zoom sessions are used to assess reading and math skills. Apps include Class Dojo, LaLiLo, and Epic! A teacher-created Pinterest board with optional ideas to supplement learning is provided.

Grades 1 and 2: One to two hours of live, interactive, direct instruction/day via Zoom plus instructional teacher-created videos of varying length, usually up to 1-2 hours, are provided daily. Additionally, 1:1 video conferences with each student or group of students occurs. Independent activities and assignments take 2-3 hours to complete and include all subjects. Class Dojo, teachers' school webpages, and email are used for communication, posting instructional videos, pertinent links, tutorials for apps/programs, and picture sharing. Portfolios on Class Dojo are maintained for assessments and work submissions. Students are also observed during daily Zoom sessions as they participate by answering oral questions posed, read-alouds, and sharing of information. Additional resources used include IXL, Epic!, Tumble Books, Tumble Math, Audible, Jamboard, Google Forms, Think Central, connectED, Brain Pop and Brain Pop Jr., and QR codes for Zaner Bloser tutoring.

Grade 3: One and a half to two hours of live, interactive, direct instruction/day via Google Hangouts plus 1:1 and small group instruction take place. Additionally, 1:1 video conferences take place. Independent assignments are assigned and completed through Google Classroom and take 2-4 hours to complete and include all subjects. Students are provided "Must Do"

along with “Can Do” assignments. Google Classroom, teachers’ school webpages, and email are used for communication, pertinent links, and picture sharing. Assessments include virtual assessments, IXL, Quiziz, Kahoot, Spelling City, connectED, Google Docs, and other submitted work. Resources used are Google Classroom, Google Hangouts, IXL, connectED, Think Central, Khan Academy, Spelling City, Scholastic Learn-at-Home, Brain Pop and Brain Pop Jr., Book Flix, Kahoot, Quiziz, Tumble Books, Tumble Math, Starfall, Audible, and ABCYa.

Grade 4: An average of 2.5 hours of live, interactive, direct instruction/day via Google Hangouts or Zoom plus 1:1 and small group instruction take place. Independent assignments take 3-4 hours to complete and include all subjects. A virtual book club is held to encourage reading. Assignments and assessments are completed and submitted through Google Classroom. Google Classroom, teachers’ school webpages, and email are used for communication, pertinent links, and picture sharing. Resources used are Google Classroom, Google Hangouts, Google Docs, Google Drawings, Google Slides, Google Forms, IXL, connectED, Think Central, Kahn Academy, Quizlet, Pearson Realize, Mystery Science, Generation Genius, National Geographic Kids, Jamboard, Kahoot, and Newsela.

Grade 5: An average of 2.5 hours of live, interactive, direct instruction via Google Hangouts/day takes place. Independent assignments take 3-4 hours to complete and include all subjects. Assignments and assessments are completed and submitted through Google Classroom. Google Classroom, teachers’ school webpages, and email are used for communication, pertinent links, and picture sharing. Resources used are Google Classroom, Google Hangouts, Google Docs, Google Slides, Google Forms, Kahn Academy, Elevate Science, You Tube, Mystery Science, Education.com, Super Teachers.com, Think Central, Pearson Elevate Science, Tumblebooks, Brain Pop, Epic!, Public Library sources, and IXL.

Grades 6-8: Each teacher conducts 30-40 minutes of interactive, direct instruction per subject per day via Google Hangouts, Google Meet, and/or Zoom. Teachers may remain on to be available for questions and/or additional help. Additional daily assignments take between 20-40 minutes per subject to complete. Google Classroom, teachers’ school webpages, and email are used for communication, pertinent links, and picture sharing. Assignments and assessments are completed and submitted through Google Classroom. Resources used are Google Classroom, Google Meet, Google Hangouts, Google Docs, Google Forms, Google Slides, Google Drawings, Jamboard, Zoom, FlipGrid, IXL, Khan Academy, PhET, Padlet, Kami, AWW, Piktochart, Screencastify, Screencast-o-matic, Nearpod, Virtual Labs, Teacher-created videos on You Tube, Pearson Realize, Newsela, EdPuzzle, Kahoot, and Webquests.

Spanish Grades 5-8: Google Meet and Google Hangouts are scheduled weekly. Assignments and assessments are completed and submitted through Google Classroom. Google Classroom, teacher’s school website, and email are used for communication. Additional resources include Quizlet and Study Spanish.

Technology Grades K-8: Assignments and assessments are completed and submitted through Google Classroom. Google Classroom, teacher’s school website, and email are used for

communication. Platforms used include Google Classroom, Google Docs, Google Drawings, Common Sense Media website and lessons, Code.org, Prodigy website, Typing.com, and Getepic.com. Virtual office hours will take place.

Music Grades K-8: Virtual learning video lessons take place through Zoom, Google Meet, and Noteflight Learn. Assignments for K-2 are posted on Class Dojo. Google Classroom is used for submitting assignments and assessments. Google Classroom, Class Dojo, teacher's school website, and email are used for communication. Assignments involve movement to music and songs, rhythmic activities, reflective responses through drawings and projects, and using Zoom for Chorus, Band, and Drama.

Spanish Grades K-4: Google Classroom for Grades 3 and 4 is used for assignments and assessments. Assignments for K-2 are posted on Class Dojo. Google Classroom, Class Dojo, teacher's school website, and email are used for communication. Instructional videos are used and the assigned work takes about 30 minutes. Virtual lessons via Zoom or Google Hangouts will take place.

Art Grades Pre-K-8: Google Classroom is used for assignments and assessments in Grades 3-8 and Class Dojo for assignments in Grades K-2. Art includes projects, directed drawings, literature-based projects, art history and research, and coloring activities. Usually 2 class periods are required per project. Virtual lessons will take place via Zoom or Google Hangouts.

Physical Education Grades K-8: Google Classroom is used for assignments and assessments in Grades 3-8 and Class Dojo for assignments in Grades K-2. Activity videos and links for physical activities and Mindful Minute activities will be posted. Virtual lessons will take place via Zoom.

Each teacher will post information about their virtual lessons on the teacher's page of the school website, which will be updated weekly, and either Google Classroom or Class Dojo.

Students are expected to communicate with teachers every Virtual Learning Day.

What will assessments/assignments be like on Virtual Learning Days?

Assignments and assessments may take different formats depending on the subject and grade level and are submitted through Class Dojo for Pre-K through Grade 2 and through Google Classroom for Grades 3-8. Portfolios are maintained for Pre-K-Grade 2 and may include writing samples, drawings, worksheets, projects, reading logs, textbook work, and booklets created by students. Additional assessments include IXL, conferencing with teacher virtually for assessments, tests, quizzes, LaLiLo, Epic!, Happy Numbers, discussions, verbal and written responses. Assignments and assessments for grades 3-8 include virtual assessments, Quiziz, Kahoot, IXL, Spelling City, connectED, tests and quizzes through Google Classroom, Google Docs, Google Slides and Google Forms, Quizlet, virtual labs, projects, writing assignments, written responses, conferencing with teacher, collaborative discussions and projects, Flipgrid,

posters, drawings, Nearpod, textbook work, Edpuzzle, video and live presentations, Padlet, rubrics, Webquests, and research papers.

Teachers will also provide a due date for each assignment and assessment. Some assignments will have a special identified due date. *It is the responsibility of each student to meet deadlines as established by the teacher or to contact the teacher if there is a problem or issue.*

When will Virtual Learning Day assignments be communicated?

In circumstances in which a Virtual Learning Day is deemed necessary, teachers are asked to have their lessons posted by the evening before.

How often does a student need to log in on Virtual Learning Days?

Students are expected to log in **every** Virtual Learning Day. This action is necessary for students to connect with his/her teacher each day. Teachers will be communicating with students in many ways, not just sharing assignments. Students are responsible for receiving that communication from their teacher.

What if a student has questions or needs assistance during a Virtual Learning Day?

If a student has a question regarding a virtual lesson or assignment, the student/parent should contact the teacher via email, Google Classroom, or Class Dojo. Teachers will check their email on a regular basis throughout the day between 7:45 am and 3:00 pm in case student issues arise.

Will accommodations be made for students with learning needs and/or an ISP?

In order for teachers to continue their work in helping a student meet their academic goals for the year, teachers will make appropriate modifications to virtual lessons for specific students as needed.

TECH SUPPORT _____

What if a student has a problem with their device or technology in general during Virtual Learning Days?

If a student is having a problem, please notify the teacher or principal.

If a student is unable to access the Internet due to lack of connectivity, electrical failure or other extenuating circumstances, please notify the teacher or principal.

What if a student is having difficulty accessing their online textbook(s)?

If a student is having difficulty accessing their online textbook(s), contact the teacher first to verify that he/she is using the proper information regarding website address, username, and password.

WORTHY OF NOTE _____

Will the Guidance Counselor be available on Virtual Learning Days?

On Virtual Learning Days, the Counselor will be available to provide academic and mental health support. However, the circumstance of the Virtual Learning Day may limit the services available. Send an email to kmcandrew@stbartseb.com to set up a time for a telephone or video conference. Parental permission is required. To the best of our ability, group sessions and Lunch Bunch will be held on a rotating basis.

Do Virtual Learning Days count as school days?

Yes. So long as Virtual Learning Days are conducted in accordance with Diocesan standards, Virtual Learning Days count toward the total number of school days and do not need to be “made up” throughout the year or at the end of the school year.

How does the Student/Parent Handbook apply to Virtual Learning Days?

The Student/Parent Handbook applies to all schools days, including Virtual Learning Days. There is one policy exception on a Virtual Learning Day. Students do not need to be in school uniform when working from home or a remote location. Please be reminded that all other policies apply as stated in the Parent/Guardian/Student Handbook and proper etiquette is required during virtual learning.