Hope Lutheran School
Distance Learning Handbook
August 2020

WHAT WE VALUE

- The ability to meet our students where they are and help them grow
- Families are spending quality time together.
- Maximum time exploring, creating, and relating
- Education through an authentic and project-based exploration of learning.

DISTANCE LEARNING

At times it will become necessary for Hope Lutheran School to transition from on-campus learning to off-campus distance learning (DL) for our students. HLS will engage in synchronous (real-time) and asynchronous (learning/sharing outside the constraints of time and place) off-site learning. This type of education involves faculty connecting with students and families using digital devices and platforms to continue learning if/when face-to-face meetings are not possible or when the school deems distance learning necessary.

At the heart of our Distance Learning Plan is maintaining a faith-based Christ-centered environment for our students while strengthening relationships between teachers, students, and parents. HLS is committed to implementing an authentic experience for our families during Distance Learning.

Distance Learning Approach
- Teaching and learning will continue, but it will look different and feel different: let go, make mistakes, have fun!
- Teaching will not be a collection of online links to consume. Students and families will continue to experience the personal touch of Hope Lutheran School.
- Appropriate guidelines, schedules, and expectations exist so that the distance learning school day does not place students in front of screens too much.

Suggested daily schedules for on/off-screen time by grade will help support parents and caregivers.
- Consistent, predictable methods of communicating with families is critical.

- Methods of assessing students and communicating student progress will include conferences, video chats, traditional assignments, and more.
- We will continuously assess and revise our program as we engage in DL together as partners in education.

DISTANCE LEARNING SUPPLIES & PLATFORMS

Technology Devices

Hope Lutheran School is already 1:1, which means that each Kinder - 8th grade has their own device. If distance learning is necessary, all student devices will be sent home. Students without access to the internet should communicate with the technology department for help.

Physical Materials

When possible physical materials such as packets, books, and materials will be sent home at the start of a Distance Learning session. If it becomes necessary to send home additional materials, while distance learning is in place, scheduled dates and times will be established for parents and caregivers to pick up materials from the school.

If possible, physical materials will also be made available digitally. We also encourage having the following supplies available at home to ease the Distance Learning process.

Helpful at home materials:
- Blank paper
- Lined Notebook paper
- Color pencils, markers, and/or crayons
- Pencils and Pencil sharpener
- Ruler
- Scissors
- Glue

Students Supplies
- Grades K-2: Internet access, Chromebooks, hands-on materials from the teachers, and a space to play/exercise/practice mindfulness
- Grades 3-5: Internet access, general school supplies, and necessary books, designated workspace, Chromebook
- Grades 6-8: Internet access, general school supplies, and necessary books, designated workspace, Chromebook

Platforms

Our video conference platform that will be used for distance learning will be GOOGLE MEET. We will also use several platforms that the student will be made familiar with

when at school, allowing for greater familiarity with platforms when distance learnings. When able, teachers will maintain a copy of logins and passwords.

Kindergarten through First Grade
- Google Meet (how-to tutorial videos available for new users)
- Google Suite: Docs, Sheets, Slides, Classroom, Meet, Hangouts
- Pearson Online
- ABCMouse
- SeeSaw
- Discovery Education
- Brain Pop
- Rocket Math
- Lexia
- Dibels
- Brain Pop
- Spelling City

Second through Fifth Grade
- Google Meet
- Google Suite: Docs, Sheets, Slides, Classroom, Meet, Hangouts
- Pearson Online
- ConnectEd Online
- Rocket Math
- Lexia
- Dibels
- Discovery Education

Sixth through Eighth Grade
- Google Meet
- Google Suite: Docs, Sheets, Slides, Classroom, Meet, Hangouts
- Rocket Math
- Dibels
- ConnectED
- Discovery Education

Tech Help - For problems using online learning platforms (Google Meet, Seesaw, Google Classroom, etc.), please reach out to our technology department. However, there are online videos to solve many of these problems.

For problems with equipment, please try the following steps before contacting HLS:
- Check to make sure that all necessary connections are plugged incorrectly.

- Shut down, then power on the device that isn't working correctly.
- Try accessing the material on a different device if you have access to one. If you are still having issues, please contact your teacher, and they will respond to your request within 24 hours during the school week.

Materials Pick Up and Drop off

During extended Distance Learning, it may become necessary to send home additional materials and supplies. These materials will be made available once a week, most likely Wednesdays from 2:00-6:00, during which time a staff member will be distributing and collecting materials in such a way as to maximize the safety and convenience of everyone involved.

SCHOOL, STUDENT AND FAMILY RESPONSIBILITIES

Administration
- Create, distribute, and continuously update the Distance Learning Handbook.
- Establish clear channels of communication between faculty, staff, families, and students.
- Support faculty and students/families shifting to a distance learning environment.
- Help teachers implement distance learning and ensure a high-quality learning experience for all students.

Teachers
- Share Jesus every day!
- Communicate regularly with students and, as needed, with their families.
- Distance learning may require more frequent communication with students and families to clarify expectations, ease anxiety, and answer questions.
- Continue to collaborate with colleagues to enhance the quality of distance learning experiences. Establish a buddy teacher to assist and, in the case of illness, provide asynchronous learning for students.
- Run classes for the times designated in the distance learning schedule.
- Engage with students professionally and compassionately as if teaching in a physical classroom.
- Attend weekly Tuesday morning staff meetings.
- Hold "office hours."
- Teachers are expected to take daily student attendance and enter it into FACTS.
- Teachers will give timely feedback.
- Teachers will post the needed materials for the day.

Students
- Students must gather all their materials before class starts
  - Educational books & supplies only (no pets, toys, etc)

- Students must go to bed on time.
- Students are expected to be dressed in uniform.
- Expected to stay engaged during lessons.
  - Thumbs Up, etc.
- Students will be asked to mute their mics if they are not speaking.
- During face-to-face Google Meet time, video must be on
- No food, eating, or gum during lessons or by computer.
- Every student needs to have headphones.
- Appropriate learning space with minimum distractions.
  - Table, sitting in chair
  - During remote learning hours, computer needs to stay at learning space
- Contact tech support as needed
- Contact teacher if help is needed
- Staying online for the 3.5 hours (Stay connected to Google Meet)
  - Not logging off Google Meets during work time or break/recess
- Use break time wisely
- Complete & turn in all assignments on time
  Consequences:
  - Not being on time
    - Tardy excuse or tardy unexcused
  - Not dressed in uniform
    - Asked to go get dressed and an unexcused tardy will be given
  - Unmute mic, turn off the video, not engaged or not staying connected to Google Meet, eating or chewing gum, not using break time wisely
    - The teacher will provide an appropriate consequence
  - Late assignments
    - Deduction of points
  - Not prepared in an appropriate learning space with materials
    - Asked to move and an unexcused tardy will be given
  - Tardy/Absent policy per handbook will be followed

Parents/Caregivers
HLS understands that a shift to a distance learning approach will require our students and families to make adjustments. A continued partnership with parents and caregivers can play a vital part in ensuring the plan's success.

HLS teachers and staff are available to support and guide students (and parents/caregivers) should they need help. During Back to School Night, we will have an opportunity to guide you through the distance learning process. At least one adult from each household must attend so that they can be familiar with the expectations and

platforms the students will be using. Below are some guidelines for parents/caregivers to help students achieve success with distance learning.

Establish a Regular Schedule for Your Student & Stay Engaged

Once the school initiates distance learning, it will be important for parents/caregivers to help students establish and maintain a routine and structure for their day, beginning with a regular bedtime and wake-up time each day. While some of our students may want to stay up late and sleep in, establishing a regular school day routine will help them retain a sense of normalcy and stay engaged in learning. Be sure to help your students build in "breaks" during the school day, encouraging them to stand up and move around, so they are not sedentary throughout the day.

Begin and close each "school day" with a brief check-in, and check-in throughout the day at regular intervals to ensure that your student is successfully engaging in distance learning. Reach out to your student's teacher if you observe your student struggling to stay focused. Setting clear expectations with your student about regular school day hours will help your student maintain a schedule and stay on top of their schoolwork.

Create a Study Space for Your Student

Productive learning relies on a conducive environment. We recommend that you try to create a quiet space in your home for your student to study. We recommend that you choose an open area in the family living space (kitchen table, dining room, etc.) to avoid isolating your student and to allow parents/caregivers to monitor your student's learning and screen activity. A room with a strong wireless connection will also be necessary. The learning space should include the student having all the materials needed for the day.

Stay in Communication with the School Administration and Teachers

Your student's teachers will maintain regular communication with parents/caregivers. The frequency of the communications will depend on your student's age, developmental stage, and level of independence. Teachers are available as resources for your student and for you, and we ask you to presume the best of the teachers and school leaders. If an issue arises, please, follow the appropriate chain of command:
Please contact your child's teacher first with any concerns. Matthew 18:15 " If your brother " sins {against you}, go and tell him his fault between you and him alone. If he listens to you, you have won over your brother." Schools are not expecting faculty/staff to share personal cell phone numbers. Please contact your child's teacher through email. You may also call the school office, and the message will be relayed to the teacher. Please allow the teacher time to respond to you. With distance learning, it is expected the teachers will have increased electronic communication. Connect with teachers during their "office hours" from 1:00 - 3:00 pm.

Wellness: Encourage Physical Activity and Monitor Student Stress

Physical movement and exercise are vital to maintaining physical and mental health, reducing stress and anxiety, and improving concentration and focus for more effective learning and retention. The health and wellness of our students are of the utmost importance to us. Parents/caregivers can partner with the school by checking in on their student's physical activity and ensuring that they participate in the activities provided. Be sure your child eats breakfast and other meals.

Time Management

During certain times in the distance learning schedule, students may need help with time management. Teachers are available to assist, and we value the school/home partnership in this effort.

Technology and Internet Use Policy

The Technology and Internet Use Policy laid out in the Parent & Student Handbook continues to apply to the Distance Learning plan. HLS is not able to monitor students' online behavior all the time, so we ask for a family partnership to ensure the appropriate use of technology. Securly is available for families to be able to monitor what happens on the internet.

Spiritual Growth

In all things, we seek to provide our families and students with quality Christian Education. Support the community and prayer life of the school. Please alert the school to any difficulties your student may be having---emotional, cognitive, physical, or spiritual. Our school is here to work with you. We are in this together. In all things, we ask for your continued prayers. Please make it a priority to connect with God during these times to feed your children's spiritual growth. **When engaged in Distance Learning, students are 'at-home in school' and not just at-home.** As with all things students and teachers are expected to reflect Christ's love with your word and actions.

Attendance and Absences

All teachers will monitor patterns of engagement in each of their classrooms and subject areas.

Google Meet Classes & Conference Expectations

Students will follow expectations communicated by teachers. Students will be required to use mute during parts of a lesson or the "raise hand" feature. Students will be expected to be in uniform during Distance Learning. During these live sessions, students will be required to turn on their device's camera, so the teacher is able to see them during class and remain signed into the class the entire time with the teacher. In short, if a student wouldn't do it in the classroom, you probably shouldn't do it in Google Meet.

Communications
Students should communicate any questions or concerns, and ask for help if they need it. Be considerate of others during online conversations. When emailing and messaging teachers or classmates, be sure to communicate clearly and respectfully using correct grammar and punctuations.

Teacher Office Hours
Each teacher will offer time each week to take questions on Google Meet or by email, or Google Classroom. Questions and inquiries outside of Teacher office hours will be answered within 24 hours during the school week.

Learning and Behavior Expectations Discipline
The Discipline Policy laid out in the Parent & Student Handbook continues to apply in the distance learning environment. Behaviors that violate those policies could result in consequences or demerits. School policies concerning academic integrity still pertain. Students are expected to do their own work and give credit where credit is due.

Assessments
Teachers will design assessments that are appropriate for the distance learning setting. We recognized that this might differ from the methods and approaches we take during a traditional school setting. Some assessments might be done using several different platforms, such as:
- Spelling City
- Google Forms, Docs, Slides
- Flipgrid
- Math: multiple choice
- GeoGebra
- Desmos
- Jamboard
- Reading Street
- Teacher discretion for open/closed book
- SeeSaw
- BoomCards

Distance Learning Math
HLS will require that written work be turned in after we are able to be back on campus. If Distance learning goes on for more than two weeks, math homework will be turned weekly on Wednesday utilizing a pickup/dropoff procedure.

Grading Policy

During Distance Learning, grading will remain in line with the Grading Policy laid out in the Parent and Student Handbook. As always, teachers consider things such as the goal and nature of the assignment and the student's ability and learning style when grading assignments.

Purposes for Grading:
- Achievement: To measure mastery of goals or specific skills
- Progress: To indicate progress in learning over a specific period
- Effort: To acknowledge the effort that a student puts forth in learning
- Comparison: To compare students in terms of their competence, progress, and effort at Hope Lutheran
- Instructional Planning: To identify students' learning strengths and weaknesses
- Program Effectiveness: To look at the efficacy of the instructional program
- Motivation: To motivate students to learn, to reward learning, and to promote self-esteem
- Communication: To provide feedback to students and parents

Homework
Our goal during Distance Learning is *QUALITY OVER QUANTITY*. The following are the homework expectations for each grade level.
- Kinder:
  - NO HOMEWORK :)
- 1st & 2nd:
  - < 1 Hour/day (math, reading, spelling, memory, Rocket Math, & Lexia)
- 3rd, 4th & 5th:
  - <2/day Hours (math, reading, spelling, memory, Rocket Math, Lexia, science/history)
- 6th, 7th & 8th:
  - <2.5/day Hours (all subjects)
- No assignments due the day it is assigned!! All assignments due the following day!

Late Work
All work should be turned in when due. Late work may result in losing points or credit. Teachers make an effort to allow ample time to finish assignments. If something occurs and a student is unable to complete the assignment on time, please reach out to the teacher as soon as possible to find a solution.

DISTANCE LEARNING PLANS & SCHEDULES
Remote Schedule:

- Religion, Math, Reading, Social Studies, Science, Handwriting, Typing,
  - Math at the same time for 3rd - 8th
- 8:30 am to 12:00 pm
- Afternoon: specials

Master Schedule for All Remote Learning - Kinder to 6th
  - 8:00 - 8:30 am
    - Get ready for day, get dressed, eat breakfast, get supplies ready
  - 8:30 - 9:15 am
    - Attendance, Devotions, Pledges & Religion
  - 9:15 - 9:25 am
    - Break, put up a timer!!
  - 9:25 - 10:00 am
    - Math (Math Course 2, Pre-Algebra)
  - 10:00 - 10:15 am
    - Recess/Snack
  - 10:15 am - 11:00 am
    - Language Arts - Spelling City (reading, writing, vocabulary, grammar, handwriting)
  - 11:00 am - 11:10 am
    - Break
  - 11:10 - 12:00 pm
    - Science, Social Studies/History
  - 12:00 - 1:00 pm
    - Lunch
  - 1:00 - 3:30 pm
    - Teacher Office Hours
  - Art - Tuesday - K-2, 3-5, 6-8
  - Spanish - Thursday K-2. 3-5. 6-8
  - PE - Wednesday K-2,3-5, 6-8
  - Music - Fridays K-2, 3-5, 6-8

Remote Learning Schedule 7th-8th Grade
- 8:30-8:45 am
  - Devotion, Prayers, Attendance, Pledges
- 8:45-9:25 am
  - 8th Religion, 7th LA
- 9:25-10:00 am
  - 6th Math, Math II, Pre-Algebra (Mrs. J), Science Red
- 10:00-10:15 am
  - Recess/Snack Break
- 10:15-10:55 am

- - - Pre-Algebra (Bahr), Science Gold
  - 10:55-11:25 am
    - 7th Religion 8th LA
  - 11:10-12:00 pm
    - 6th Science/Social Studies
  - 11:25-12:00 pm
    - 7th Geography, 8th History
  - 12:00-1:00 pm
    - Lunch
  - 1:00-3:30 pm
    - Teacher Office Hours

Student Guidelines for Online Etiquette

When Distance learning, communication is a bit different than in a face-to-face setting. We pride ourselves in providing several opportunities for social interactions, but the difference is that most communication is via written text in an online environment. Because this means you are missing body language cues and immediate feedback from your "listener," it is essential to understand some standard rules for proper online etiquette. The proper behavior ensures that the message you intend to convey is received correctly.

1. Be respectful. While it is easier to say hurtful or disrespectful things without standing face-to-face with someone, it is important to remember that your classmates and teachers are real people who are affected by the words you say and write. It is essential to keep in mind the feelings and opinions of others, even if they differ from your own. If you would not say it to someone's face, do not say it online either.

2. Be aware of strong language, all caps, and exclamation points. It is easy for written text to be misread and misunderstood. Have you ever sent a text message with good intent, but your recipient thought you were being rude? If so, then you've experienced this firsthand. By being cognizant of strong language, you can identify potential confusion before sending messages. Tip: Read everything out loud before you send it.

3. Be careful with humor and sarcasm. Certainly, you shouldn't avoid being funny. We love to see your personality shine through in online classes. Many of our teachers are exceptionally funny too. As mentioned in Rule #2, make sure that it is clear you are being funny and not being rude. Emoticons and smileys can be helpful when conveying humor or sarcasm so that it is read correctly. Just remember to keep the smiley faces away from academic papers.

4. Grammar and spelling matter. While texting, textspeak can b gr8 4 ur friends. In an educational setting (even online) however, keep it formal. Your written communication should be professional and reflect the proper writing style. Save written shortcuts and less than stellar grammar for parent-approved social media, if you must, but follow grammar rules for school.

5. Cite your sources. Whenever you are sharing an idea that originated from someone else (even if it is not word for word), it is good practice to cite that source. This applies to discussion forums too. If you read a great thought in your text, share it, but be sure you let your audience know where you saw it first.

6. Do not post or share (even privately) inappropriate material. Nothing is truly private online.

7. Be forgiving. Remember that not everyone will know these rules before posting. Try to be understanding of others when they struggle with written communication. It is very different from simply talking to a person face-to-face.

8. Consider others' privacy. Ask for permission if you want to forward someone's email messages to third parties. Keep in mind that all private email is considered copyrighted by the original author.

9. Think before you hit the send button. Think carefully about the content of your message before distributing it. Once sent to the group, there is no taking it back. Grammar and spelling errors reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences.

10. Brevity is best. Be as concise as possible when contributing to a discussion. Your points might be missed if hidden in a flood of text.

11. Stick to the point. Contributions to a discussion should stick to the subject. Don't waste others' time by going off on irrelevant tangents.

12. Do not type in all caps. Typing in caps is considered shouting or screaming online. Various studies on the topic reflect that it is more difficult and takes longer to read text that is typed in all caps.

13. Frivolous email. Do not forward jokes, "chain letters" or unimportant email to other students without their permission. Not only does it fill up their mailboxes, but they may offend people who do not share the same sense of humor or are tired of these types of email.