

St. Vincent de Paul Catholic School

Distance Learning Handbook
2024-2025



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Distance Learning Handbook Sign-Off Sheet

St. Vincent de Paul School

Introduction

In keeping with Archdiocesan guidelines, the following information is provided for all parents/guardians of students enrolled in St. Vincent de Paul Catholic Elementary School. The information contained in the handbook provides a general description of rules and regulations. The school reserves the right to add to, to modify, or to abolish any of the handbook provisions without notice. Registration of a student and signing the acceptance of the handbook, the parent agrees to be governed by/abide by/follow the following policies and procedures of St. Vincent de Paul Catholic Elementary School, including judgments of school faculty and administration on academic and disciplinary issues.

Mission Statement

The mission of St. Vincent de Paul Catholic School is to provide quality spiritual, educational, social, and service opportunities in a respectful learning environment reflective of our Catholic beliefs.

School Board

Selected Members (3 year terms)

Johnny Carlisle (2022)
Taylor Dieckman 2024
Brady Hoefer (2024)
John Menicucci (2022)
Chris Roth (2023)
Adam White (2023)

Staff Members

Rev. Daniel Kampschneider – Pastor
Dr. Barbara Marchese – Elementary School Principal

Regularly scheduled Board meetings are held at 7:00 p.m. on the first Tuesday of the month in the St. Vincent de Paul media center. Dates and location are subject to change if necessary.

School Directory

E-Mail Addresses – last name, first initial of first name @svdpomaha.org
Example: John Smith – smithj@svdpomaha.org

Administration

Pastor..... Rev. Daniel Kampschneider
Senior Associate Pastor Rev. Andrew Roza
Principal..... Dr. Barbara Marchese
Assistant Principal Mrs. Diane Warneke, M.S.
Assistant Principal Mr. Nathan Horner

Faculty and Staff

Preschool and PreKindergarten

Mrs. Jessica Malone
Mrs. Kathie Onkka, M.S.

Kindergarten

Mrs. Lisa Guinan
Mrs. Barbara Millar
Mrs. Julie Vaughan, M.A.

Grade One

Mrs. Christina Kleffman, NBCT
Mrs. Lois Nigrin
Ms. Judy Hermsen, M.S.

Grade Two

Ms. Ann Marie Hargens
Mrs. Rhonda Johnson, M.A.
Mrs. Debbie Truscott

Grade Three

Ms. Kristin Ruelas, M.S.
Mrs. Ann Marie Baker
Mrs. Tina Schofield

Grade Four

Mrs. Michelle Madison
Mrs. Monica Thede
Mrs. Susie Caito

Grade Five

Ms. Jaimie Salerno
Mrs. Angela Jones, M.S.
Ms. Karen Stec, M.A.

Grade Six

Mrs. Maria Wane, M.S.
Mrs. Samantha Johnson
Mrs. Debbie Guinotte, M.Ed.

Grade Seven

Mr. Jerry Leever, M.A.
Ms. Leisa Kolberg, M.Ed.
Mr. Mark Polacek, M.S.

Preschool and PreKindergarten

Mrs. Suzanne Kerr
Mrs. Amber Piper / Mrs. Christine Piernicky

Kindergarten Associates

Mrs. April Shecterle
Mrs. Sue Real
Mrs. Berna Georges

Grade One Associates

Mrs. Sharon Ellerbeck
Mr. Matt Palmer
Mrs. Denise Johnston, Ms. Pam Botos

Grade Two Associates

Ms. Danielle Costello
Ms. Deidre Barrett
Mrs. Jena Jones

Grade Three Associates

Mrs. Joy Gregory
Mrs. Lynn Rakoczy
Mrs. Ann Rangel

Grade Four Associates

Ms. Candy Sus
Mrs. Janeen Moynihan
Ms. Lynn Schlueter

Grade Five Associate

Mrs. Gail Wallace

Grade Six Associate

Mrs. Teresa Hazard

Grade Seven Associates

Mrs. Maureen Houlihan

Grade Eight

Mr. Frank Dunn, M.E.
Mrs. Robin Fosbender, M.A.
Mrs. Michelle Sullivan, M.A

Grade Eight Associate

Mrs. Monina Williams

Educational Strategists

Mrs. Susan Heavey, M.S.
Mrs. Joy Price, M.S.
Mrs. Kara Bousquet M.S.
Mrs. Debbie Miller, M.S., HAL

Counselor

Mrs. Nancy Skudlarek, M.S.

Art

Mr. Michael Pflaum, M.A.Ed.

Music

Mr. Carter Leeka, M.A., 6- 8
Mrs. Karen LeMense, P - 5

Spanish

Mrs. Sylvia Maenner, 5-8
Mrs. Deborah McDermott, M.S., 2-4

Physical Education

Mr. Brian Boone, M.S., P-6
Mrs. Debbie Conry, 7-8

Media Specialists

Mrs. Christine Kaiser, M.S.

Computer Technology Coordinator

Mrs. Amy Kuhr, M.Ed.

After School Care Co-Coordinator

Mrs. Jaime Heedum / Mrs. Tashauna Sorensen

Child Care Co-Coordinator

Mrs. Linda Venticinque; Mrs. Anna Hammes

Food Services Director

Mrs. Amy Dougherty

Technology Coordinator

Mr. Ray Bentzen, M.S.

School Nurse

Mrs. Molly Dotzler, R.N.

Administrative Assistant

Mrs. Michele Madrigal

School Secretary

Mrs. Ann Lamphere

Receptionist

Mrs. Haydee Gregory

Director of Operations/Maintenance

Mr. Tom Peal/Dan Macguire

Quarantine Expectation for Students – School in Session

The expectation is that students who are quarantined, while school is in session, will complete the assignments while at home, unless they are not feeling well. In that case adjustments will be made.

Quarantine Students (Positive)

Office Responsibilities:

1. Inform the homeroom teacher that a student is quarantined.
2. Help with any scanning that needs to be completed.

Homeroom Teacher Responsibilities:

1. Serve as a liaison between the school and the family.
2. Check in with the student at the onset and throughout quarantine.
3. This check in would include academic as well as emotional/social.
4. If tests need to be made up the homeroom teacher will provide a schedule to the family before the student returns to school.
5. This test schedule will be discussed between the grade level teachers to ensure that the tests are spread out.

Other Teacher Responsibilities

1. Communicate with the parent and student that the student will work one day behind the class to ensure that the assignments, given by the teachers, are current and accurate.
2. Any worksheets that a student may need for an assignment will be scanned.
3. Be open to specific questions from the student in your particular subject area.
4. Work with the homeroom teacher to prepare a testing schedule when the student returns.

Quarantine Students (Exposure Only)

If a student is placed in quarantine because of exposure, but is not sick, the teachers will have the same expectations during the quarantined time as they do for the in-school students with regard to due dates, late work, etc. Late assignment policies will be in effect. If a Zoom session is set-up by the teacher, students are expected to attend. Students need to check Google Classroom and submit work through Google Classroom / email.

Introduction to Distance Learning Plan – School Closure

St. Vincent de Paul School is committed to supporting students, families and teachers. The Distance Learning Plan is intended to assist teachers, students, and families in providing for the meaningful continuation of learning in the event that the school would need to close for an extended period of time. Implementation of this plan will require collaboration and communication among teachers, students and families. It is understood that families may face a variety of challenges and that all groups will need to work toward strong communication and problem solving. The plan is not intended to replace procedures that are used for individual student or teacher absences when a normal school day is in session.

The distance learning plan would be implemented as soon as possible following the announcement of a closure. The goal would be to begin at least partial implementation within a few days of a closure and then move to full implementation in as timely a way as possible. In order to accommodate the circumstances of distance learning, we will need to compact and /or prioritize curriculum in ways that will require collaboration across teachers. Some concepts will be more difficult to address in distance learning format and we will need to work to assure consistent opportunity to learn for students.

This plan defines the following key elements:

- Essential functions of teachers, students, and families
- Implementation procedures to conduct school remotely until the resumption of normal operations
- Essential resources necessary for implementation

We understand teachers, students, and families will be working through varying challenges in the event of an extended school closure. This plan should act as a guide but we recognize that flexibility may be necessary. Please proactively communicate to best meet the needs of students.

School Roles and Responsibilities

Teaching and Learning Department	<ul style="list-style-type: none"> • Create and distribute the distance learning plan • Support faculty and students/families shifting to a distance learning environment • Help teachers implement the plan
Technology Department	<ul style="list-style-type: none"> • Provide one device per household as requested and possible • Support faculty and students/families shifting to a long distance learning environment • Provide written/video support to assist faculty with using resources

Role and Expectations:

<u>Parents:</u>	<ul style="list-style-type: none"> • Partner with your child in setting up an appropriate and quiet learning space and daily schedule • Encourage your child as the learner to do their work independently • Communicate with your child(ren)'s teacher and other school personnel needed (administration, school counselor, etc.) • Assess your child(ren)'s social-emotional well-being. If schoolwork is stressful for your child because of the circumstances, please communicate that with your child(ren)'s teacher/counselor • Weekly assignments will be posted using Google Classroom and/or student's school Gmail each Sunday by 7:00 PM • Stay up to date and check daily what your child(ren) is/are supposed to be completing by check Google Classroom and/or student's Gmail. All assignments need to be submitted. • When applicable, view teacher feedback and stay updated with the evaluation of your child's work
<u>Students:</u>	<ul style="list-style-type: none"> • Set up an appropriate and quiet learning space • Pending grade level, follow daily updates from teachers regarding lessons and assignments • "Turn in" completed assignments by their due dates based off of teacher directions through Google email • Take responsibility and accountability for your own learning • Remember, "You've got this!" Your parents and school are learning how to do this too.
<u>Teachers:</u>	<ul style="list-style-type: none"> • Collaborate with other members of your team or department to design distance learning experiences for your students • Communicate lessons to parents, students, and designated administrators

	<ul style="list-style-type: none"> • Weekly lessons will be sent to students and parents by each Sunday by 7:00 PM. Lessons may be displayed in a day by day format for the week • Use district curriculum standards and resources (Zoom, See Saw, Google, Flip Grid, Online textbooks) to communicate and deliver content • Communicate with parents which online resources students will access upon implementation of the plan and when changes are made; include the name of the resources in your communication • Provide weekly opportunities to interact with students, (Zoom, Flip Grid, See Saw, etc.) utilizing large and/or small groups • Keep records of student attendance at the live online learning sessions and work completion; submit as requested • Pending grade level, teachers will collect and assess work accordingly and provide timely feedback; reach out to students who are not actively participating • Communicate with parents, as necessary • Communicate with families about ways the school can help support the child (academic, counselor support etc.) • Administration will be invited to online learning sessions • Online sessions will be recorded and archived; students, parents, and administration will have access to these recordings to be viewed later as needed on Google Classroom
<p><u>K-8 Specials:</u></p>	<ul style="list-style-type: none"> • Provide at least one learning opportunity a week for each grade level/class • Email homeroom teachers your lesson for the week to be included in the grade level communication to students/parents by noon Saturday • May choose to send out their own learning opportunity lessons using Google Classroom and/or Google mail • Develop a bank of activities being mindful of the resources families may or may not have • Use the standards and resources to communicate and deliver content (Google, Zoom, Flip Grid etc.) • Keep records of student attendance at the live online learning sessions and work completion • Communicate with students/parents, as necessary
<p><u>Educational Strategists:</u></p>	<ul style="list-style-type: none"> • Communicate regularly with the subject or classroom teachers who teach the students on your caseload • Provide activities that support IEP and/or LLI goals for students on your caseload
<p><u>Teacher Assistants:</u></p>	<ul style="list-style-type: none"> • Check in with homeroom teachers on contracted days to see if assistance is needed with grading, planning, etc. by contracted start time • Check in with teachers to see if students are in need of extra support or lessons • Provide grade level support to team as required •

Online Tech Support:	<p><i>For Students:</i></p> <ul style="list-style-type: none"> • Contact your homeroom/content teacher directly if you have technology questions. They will do what they can to support. <p><i>For Teachers:</i></p> <ul style="list-style-type: none"> • Contact Mr. Bentzen or other faculty/staff members for help.
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General Guidelines for Distance Learning

Grading and Feedback	<ul style="list-style-type: none"> • Provide timely feedback, as it is essential to student learning; this is especially so in online learning environment • Provide clear communication regarding where/how students should ask questions and seek clarification • Monitor your email daily and respond to questions from students/families • Grades will be based on work assigned during this time period • All late work policies should be suspended for the duration of the temporary learning implementation
Offline Work	<ul style="list-style-type: none"> • Teacher will try to avoid requiring printing. All tasks must be completed on a device or uploaded/submitted • Include offline activities in your lessons that connect to standards such as reading, engaging discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video
Instruction	<ul style="list-style-type: none"> • Strictly follow the guidelines for time and schedule • Consider how to use gradual release of responsibility to enhance learning for students • Collaborate with your colleagues as appropriate
Deadlines	<ul style="list-style-type: none"> • Provide students ample time to complete assignments – more time than you would usually provide in class may be necessary for students • Make sure that all directions for tasks are clear and detailed
Online Learning Environment	<ul style="list-style-type: none"> • Use platforms such as Zoom, Google classroom, Flip Grid etc. • Record all live presentations for safe environment • Provide both live online and other online learning opportunities as detailed based on your grade level and subject area
Live Online Learning	<ul style="list-style-type: none"> • Students will have the opportunity to interact with one another and the teacher • Could take place via Zoom, Google Meet, Flip Grid, Seesaw, etc. • All video live online learning opportunities will be recorded and posted for students who are unable to participate in the live session
Video Conferencing Guidelines	<ul style="list-style-type: none"> • Students should be seated at a table (not on beds) • Appropriate dress • Maintain class etiquettes

2-day, 3-day, and 5-day Pre-K

Learning Goal: Teachers and parents will partner together to provide learning opportunities for each child while they are at home.

Social/Emotional Expectations: To support students at home and provide consistency to their day. Pray daily (at a minimum). Families can set up daily routines such as providing opportunities for play, fresh air, and also limiting screen time outside of educational opportunities.

Academic Expectations: Follow the chart given below and watch out for weekly emails from teachers.

Approximate Amount of Time Each Day	Content Area
10 minutes per day	Religion
20 minutes per day	Literature activities (Reading, Phonics) Writing including cross-curricular extension for Science and Social Studies
20 minutes per day	Math Activities
As needed	Specials (Music, P.E. and Media)
Unlimited time: Ideas from teachers for learning extensions	Reading books together, fine motor activities, playing with play-dough, Legos, drawing, singing, online resources, tic-tac-toe, Go Noodles, board games and challenges, pretend play, puzzles, designing and building with blocks, etc.

Kindergarten

Learning Goal: Teachers and parents will partner together to provide learning opportunities for each child while they are at home.

Social/Emotional Expectations: Pray daily (at a minimum). Establish a set bedtime so students are ready to cooperate for learning time during the day. Have a set learning time each day for academics. It's important to take breaks, to play outside or inside, throughout the day. Limit screen time.

Work Completion/Assessment Expectations: Students will be graded on all assignments.

Approximate Amount of Time Each Day	Content Area
10 minutes per day direct instruction	Religion
20 minutes per day direct instruction	Literature (Reading, Phonics and/or Writing) including cross-curricular extension for Science and Social Studies
20+ minutes per day independent learning	Literature Activities
20 minutes per day direct instruction	Math
20+ minutes per day independent learning	Math Activities
As needed	Specials (Music, P.E. and Media)
Unlimited - ideas from teachers for possible learning extensions	Reading books together, fine motor activities (playing with play-dough, Legos, etc.) drawing, singing, online resources, playing games, tic-tac-toe, Go Noodles, flash cards, independent reading, etc.

First Grade

Learning Goal: Teachers and parents will partner together to provide learning opportunities for each child while they are at home.

Social/Emotional Expectations: Pray daily (at a minimum). Establish a set bedtime so students are ready to cooperate for learning time during the day. Have a set learning time each day for academics. It's important to take breaks, to play outside or inside, throughout the day. Limit screen time.

Work Completion/Assessment Expectations: Students will be graded on all assignments.

Approximate Amount of Time Each Day	Content Area
10 minutes per day direct instruction	Religion
30 minute per day direct instruction	Literature - Reading, Spelling, Phonics, Writing including extensions for Science and Social Studies
20+ minutes per day independent learning	Literature Activities
20 minutes per day direct instruction	Math
20+ minutes per day independent learning	Math Activities
As needed	(Music, P.E., Art, Media, Guidance, Computer)
Unlimited - ideas from teachers for possible learning extensions	Reading books together, fine motor activities (playing with play-dough, Legos, etc.) drawing, singing, online resources, playing games, tic-tac-toe, Go Noodles, flash cards, independent reading, etc.

Second Grade

Learning Goal: Teachers and parents will partner together to provide learning opportunities for each child while they are at home.

Social/Emotional Expectations: Pray daily (at a minimum). Have your child have a routine at home including a set bedtime on school nights. This will help to ensure that they are ready to learn each day. Also include a set time and place for learning as a part of their regular routine. Finally, incorporating breaks and movement time is also beneficial for your child's mind.

Work Completion/Assessment Expectations: Students will be graded on all assignments.

Approximate Amount of Time Each Day	Content Area
15 minutes per day direct instruction	Religion
30 minutes per day direct instruction	Literature - Reading, Spelling, Phonics, English, Writing (including extensions for Science and Social Studies)
25+ minutes per day independent learning	Literature Activities
15 minutes per day direct instruction	Science or Social Studies
20 minutes per day direct instruction	Math
20+ minutes per day independent learning	Math Activities
As needed	Art, Music, P.E., Media, Spanish, Guidance and Computers
Unlimited - ideas from teachers for possible learning extensions	Reading a good chapter book is always something that is recommended and encouraged by the teachers. Practicing Math flash cards or facts through an online site (Xtramath) would be of great benefit to students. For movement the students can

Third Grade

Learning Goal: Teachers and parents will partner together to provide learning opportunities for each child while they are at home.

Social/Emotional Expectations: Pray daily (at a minimum). It is important to keep routines at home. You should continue to have a scheduled wake up time and bedtime. Along with scheduled times of schoolwork, schedule free time and family time each throughout the week.

Academic Expectations: Daily assignments will be communicated using Google Classroom. Parents will be expected to check all 3 fourth grade teachers' Classroom sites in Google Classroom. In order for optimal learning to exist, students are encouraged to work independently as much as possible, communicate with teachers for help, and then access family members for help if needed. Students will be expected to produce their own work products and answers.

Work Completion/Assessment Expectations: Students will be graded on all assignments (as the teacher deems appropriate.) For example, some assignments may have a % grade, while others will be given a completion grade. The students will possibly take pictures, scan, or videos of certain assignments. Each assignment will have its own due date.

Approximate Amount of Time Each Day	Content Area
15 minutes per day direct instruction	Religion
35 minutes per day direct instruction	Literature (Reading, Spelling, Handwriting, and Vocabulary)
25+ minutes per day independent learning	Literature Activities
15 minutes per day direct instruction	English (Writing Composition)
15+ minutes per day independent learning	English Activities
15 minutes per day direct instruction	Science or Social Studies
15+ minutes per day independent learning	Science and Social Studies Activities
20 minutes per day direct instruction	Math
20+ minutes per day independent learning	Math Activities
As needed	Art, Music, P.E., Media, Spanish, Guidance and Computers
Unlimited - ideas from teachers for possible learning extensions	Reading a good chapter book is always something that is recommended and encouraged by the teachers. Practicing Math flash cards or facts through an online site (Xtramath) would be of great benefit to students. For movement the students can use Go Noodle

Fourth Grade

Learning Goal: Teachers and parents will partner together to provide learning opportunities for each child while they are at home.

Social/Emotional Expectations: Pray daily (at a minimum). With parent permission, students will communicate learning, questions, and feedback on concepts, concerns, and/or feelings with their teachers using email and Google Classroom. Please help your child(ren) establish healthy daily routines (including consistent and age appropriate bedtimes) and set times and spaces for learning, breaks, movement, etc.

Academic Expectations: Daily assignments will be communicated using Google Classroom. Students will be expected to check all 3 fourth grade teachers' Classroom sites in Google Classroom. In order for optimal learning to exist, students are encouraged to work independently as much as possible, communicate with teachers for help, and then access family members for help if needed. Students will be expected to produce their own work products and answers.

Work Completion/Assessment Expectations: Students will be graded on all assignments (as the teacher deems appropriate.) For example, some assignments may have a % grade, while others will be given a completion grade. The students will possibly take pictures, scan, or videos of certain assignments. Each assignment will have its own due date.

Approximate Amount of Time Each Day	Content Area
15 minutes per day direct instruction	Religion
40 minutes per day direct instruction	Literature (Reading, Spelling, Vocabulary, Writing)
20+ minutes per day independent learning	Literature Activities
15 minutes per day direct instruction	Science or Social Studies
15+ minutes per day independent learning	Science or Social Studies Activities
15 minutes per day direct instruction	English/Composition
15+ minutes per day independent learning	English Activities
20 minutes per day direct instruction	Math
20+ minutes per day independent learning	Math Activities
As needed	Art, Music, P.E., Media, Spanish, Guidance and Computers
Unlimited - ideas from teachers for possible learning extensions	Reading a good chapter book is always something that is recommended and encouraged by the teachers. Practicing Math flash cards or facts through an online site (Xtramath) would be of great benefit to students. For movement the students can use Go Noodle

Fifth and Sixth Grade

Learning Goal: Teachers and parents will partner together to provide learning opportunities for each child while they are at home.

Social/Emotional Expectations: Pray daily (at a minimum). Have a routine, including times to work, breaks, lunch, movement/ play, etc. Be open and honest and

communicate with the adults who care about you, like your parents and teachers. If you are overwhelmed or confused, let them know.

Academic Expectations: Daily assignments will be communicated using Google Classroom. Students will be expected to check all 3 fifth or sixth grade teachers' Classroom sites in Google Classroom. In order for optimal learning to exist, students are encouraged to work independently as much as possible, communicate with teachers for help, and then access family members for help if needed. Students will be expected to produce their own work products and answers.

Work Completion/Assessment Expectations: Students will be graded on all assignments (as the teacher deems appropriate.) For example, some assignments may have a % grade, while others will be given a completion grade. The students will possibly take pictures, scan, or videos of certain assignments. Each assignment will have its own due date.

Approximate Amount of Time Each Day	Content Area
15 minutes per day direct instruction	Religion
30 minutes per day direct instruction	Literature/Reading
30+ minutes per day independent instruction	Literature/Reading Activities
15 minutes per day direct instruction	English/Language Arts/Vocabulary
15+ minutes per day independent instruction	English Activities
15 minutes per day direct instruction	Science
15+ minutes per day independent instruction	Science Activities
15 minutes per day direct instruction	Social Studies
15+ minutes per day independent instruction	Social Studies Activities
25 minutes per day direct instruction	Math
20+ minutes per day independent instruction	Math Activities
As needed	Art, Music, P.E., Media, Spanish, Guidance and Computers
Unlimited - ideas from teachers for possible learning extensions	Reading a good chapter book is always something that is recommended and encouraged by the teachers. Practicing Math flash cards or facts through an online site would be of great benefit to students.

Seventh and Eighth Grade

Learning Goal: Teachers and parents will partner together to provide learning opportunities for each child while they are at home.

Social/Emotional Expectations: Pray daily (at a minimum). Have a routine, including times to work, breaks, lunch, movement/ play, etc. Be open and honest and communicate with the adults who care about you, like your parents and teachers. If you are overwhelmed or confused, let them know.

Academic Expectations: Students are expected to check their teachers' webpages

and Google Classroom. Students should complete the work assigned. In order for optimal learning to exist, students are encouraged to work independently as much as possible, communicate with teachers for help, and then access family members for help if needed. Students will be expected to produce their own work products and answers.

Communication Expectations: Each week schoolwork will be posted through Google Classroom via SVdP Website. Each student will select their teacher(s) and find out about the week's expectations. Teachers will use Google Classroom as a platform for lessons and assignments to be posted. If students and/or parents have questions, they may email the teacher of that content area. Teachers will communicate through email during school hours.

Work Completion/Assessment Expectations: Students will be graded on all assignments (as the teacher deems appropriate.) For example, some assignments may have a % grade, while others will be given a completion grade. The students will possibly take pictures, scan, or videos of certain assignments. Each assignment will have its own due date.

Approximate Amount of Time Each Day	Content Area
20 minutes per day direct instruction	Literature
20+ minutes per day independent learning	Literature Activities
20 minutes per day direct instruction	English/Vocabulary
20+ minutes per day independent learning	English Activities
20 minutes per day direct instruction	Religion
20+ minutes per day independent learning	Religion Activities
20 minutes per day direct instruction	Math
20+ minutes per day independent learning	Math Activities
20 minutes per day direct instruction	Science
20+ minutes per day independent learning	Science Activities
20 minutes per day direct instruction	Social Studies
20+ minutes per day independent learning	Social Studies Activities
As needed	Art, Music, P.E., Media/Computers, Spanish, and Counseling
Unlimited - ideas from teachers for possible learning extensions	Reading a good chapter book is always something that is recommended and encouraged by the teachers. Practicing Math flash cards or facts through an online site would be of great benefit to students.

Specialty Overview

Learning Goal: To provide learning opportunities for specialty classes one time a week per grade level. Specialty teachers may have a theme each week.

Social/Emotional Expectations: Learning should focus on the whole child. These activities can help alleviate stress during a difficult time.

Work Expectations: Teachers will assign a due date for each assignment given. All

assignments are expected to be turned in for a grade.

Approximate Amount of Time	Content Area
10 minutes direct instruction for each assignment given (per grade level/class)	Art (grades K-8) Music (PreK - 8) P.E. (PreK - 8) Media/Computers Counseling Spanish
Unlimited	Provide access to digital books from various sources, Collaborate with teachers for interdisciplinary projects. Complete read-alouds through “live” classroom tools (Flip grid). Provide weekly creative challenges for all grade levels. Please check Google classroom for more information.

Live Homeroom Check-in Time for Each Grade Level

The designated times below are for homeroom teachers to meet with their students for an opportunity to connect socially with their students and to answer academic questions via Zoom or Google meet.

Grade Level	Day	Time
Pre K 2 day	T/Th	10:30-11
Pre K 3 day	M/W	10:30-11
Pre K 5 day	T/Th	1-1:30
Kindergarten	M/W	9-9:30
First	T/Th	9-9:30
Second	M/W	8:15-8:45
Third	T/Th	8:15-8:45
Fourth	M/W	9:45-10:15
Fifth	T/Th	9:45-10:15
Sixth	M/W	11:45-12:15
Seventh	T/Th	11:45-12:15
Eighth	M/W	1-1:30

- The meetings will be recorded and a link will be provided for all who cannot attend (in Google classroom Drive.)
- Teachers will take attendance for each online homeroom check-in session.
- The meetings will start and end on time.
- The teacher will end the meeting for all participants at the conclusion of the check-in session.

Mass

An opportunity for students to go to Mass will be provided on Friday from 8:15 to 9. These Masses will be geared toward children and will be live streamed through the St. Vincent de Paul Parish website or Facebook. In a normal school year, we would attend Mass each week. We hope you take advantage of this special Mass that will be geared towards children.

Introduction to A-B Learning Plan

St. Vincent de Paul School is committed to supporting students, families and teachers. The A - B Plan is intended to assist teachers, students, and families in providing for the meaningful continuation of learning in the event that students will be meeting on alternate days. Implementation of this plan will require collaboration and communication among teachers, students and families. It is understood that families may face a variety of challenges and that

all groups will need to work toward strong communication and problem solving. The plan is not intended to replace procedures that are used for individual student or staff absences when a normal school schedule is in session.

Pre-K

Pre-K will follow their normal plan for school. They will be in the school on their normal days and times.

K-2

K-2 will attend school in the building all day every school day. Homerooms will be divided into two groups and will be located in two separate classrooms. The teacher and the associate will travel between each group of children providing instruction throughout the day. The teacher associate will be supporting the instruction given by the teachers. In order to accommodate the circumstances of the A-B plan, we will need to compact and /or prioritize curriculum in ways that will require collaboration across teachers.

A - B Alternating Days Schedule for Grades 3-8

The A-B plan would implement what the CDC, Department of Education, and Catholic School Office mandates and any guidelines we feel necessary to ensure the safety of our students and staff. The goal would be to include students who are at home to continue to learn with the students who are in the school building. In order to accommodate the circumstances of the A-B plan, we will need to compact and /or prioritize curriculum in ways that will require collaboration across teachers. Out of the building students are responsible for watching daily classroom instruction videos. All assignments will need to be submitted by due dates. Some concepts will be more difficult to address in A-B format and we will need to work to assure consistent opportunity to learn for students.

This plan defines the following key elements:

- Essential functions of teachers, students, and families
- Implementation procedures to conduct school with both present and at home students as equally as possible
- Essential resources necessary for implementation

We understand teachers, students, and families will be working through varying challenges in the event of an A- B plan. This plan should act as a guide but we recognize that flexibility may be necessary. Please proactively communicate to best meet the needs of students.

School Roles and Responsibilities

Teaching and Learning Department	<ul style="list-style-type: none"> • Create and distribute the A - B plan • Support faculty and students/families shifting to an alternate day schedule • Help teachers implement the plan
Technology Department	<ul style="list-style-type: none"> • Provide one device per household as requested and possible • Support faculty and students/families shifting to the A-B plan • Provide written/video support to assist faculty with using resources
Parent:	<ul style="list-style-type: none"> • Partner with your child in setting up an appropriate and quiet learning space and daily schedule • Encourage your child as the learner to do their work independently • Communicate with your child(ren)'s teacher and other school personnel needed (administration, school counselor, etc.) • Assess your child(ren)'s social-emotional well being. If schoolwork is stressful for your child because of the

	<p>circumstances, please communicate that with your child(ren)'s teacher/counselor</p> <ul style="list-style-type: none"> • Daily assignments will be posted using Google Classroom and/or student's school Gmail • Stay up to date and check daily what your child(ren) is/are supposed to be completing by using Google classroom/Gmail • When applicable, view teacher feedback and stay updated with the evaluation of your child's work
Students:	<ul style="list-style-type: none"> • Set up an appropriate and quiet learning space when you are at home • Check daily updates from teachers using Google classroom and Gmail regarding lessons and assignments • "Turn in" completed assignments by their due dates based off of teacher directions • Take responsibility and accountability for your own learning - view teacher feedback and stay updated • Remember, "You've got this!" Your parents and school are learning how to do this too.
Teachers:	<ul style="list-style-type: none"> • Collaborate with other members of your team or department to design experiences for your students that can be accomplished through an A - B plan • Communicate lessons to parents, students, and designated administrators • Daily lessons will be sent to students and parents using Google Classroom and/or Gmail • Use Archdiocesan curriculum standards and resources (Zoom, See Saw, Google, Flip Grid, Online textbooks) to communicate and deliver content • Provide weekly opportunities for students to interact as a homeroom using Google Meets and/or Zoom • Teachers will collect and assess work accordingly and provide timely feedback • Communicate with parents, as necessary • Communicate with families about ways the school can help support the child (academic, counselor support etc.) • Daily lessons will be recorded and archived: students, parents, and administration will have access to these recordings to be viewed later as needed.
3-8 Specials:	<ul style="list-style-type: none"> • Provide at least one learning opportunity a week for each grade level/class present in the building • Communicate with students/parents, as necessary
Educational Strategist:	<ul style="list-style-type: none"> • Communicate regularly with the subject or classroom teachers who teach the students on your caseload • Provide activities that support IEP and/or LLI goals for students on your caseload
Teacher Assistants:	<ul style="list-style-type: none"> • Check in with homeroom teachers on contracted days to see if assistance is needed with grading, planning, etc. by contracted start time • Check in with teachers to see if students are in need of extra support or lessons • Provide grade level support to team as required

Online Tech Support:	<p>For Students:</p> <ul style="list-style-type: none"> • Contact your homeroom/content teacher directly if you have technology questions. They will do what they can to support. <p>For Teachers:</p> <ul style="list-style-type: none"> • Contact Mr. Bentzen or other faculty/staff members for help.
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General Guidelines for A-B Schedule Plan Grades 3-8

Grading and Feedback	<ul style="list-style-type: none"> • Provide timely feedback, as it is essential to student learning; this is especially so in hybrid (A-B) learning environment • Provide clear communication regarding where/how students should ask questions and seek clarification • Monitor your email daily and respond to questions from students/families • Grades will be based on work assigned during this time period
Instruction	<ul style="list-style-type: none"> • Out of the building students are responsible for viewing the learning videos each day to stay on pace with the curriculum. Daily videos will be uploaded and available for students. • Collaborate with your colleagues as appropriate
Deadlines	<ul style="list-style-type: none"> • Provide students ample time to complete assignments – more time than you would usually provide in class may be necessary for students • Make sure that all directions for tasks are clear and detailed
Online Environment	<ul style="list-style-type: none"> • Teachers may use platforms such as Zoom, Google classroom, Flip Grid etc. • All presentations will be recorded in compliance with Safe Environment Guidelines for students who are unable to participate in the live session • Students will have the opportunity to interact with one another and the teacher during weekly Zoom or Google Meet • Students should be seated at a table (not on beds), dress appropriately and maintain classroom etiquette.

St. Vincent de Paul

Distance Learning Handbook

Required Sign-off Sheet (2021-2022)

IMPORTANT: Each student and a parent must sign this form and return to the school office by the first day of school, Aug. 17.

I understand that the registration of, and continued enrollment of, my child(ren) is considered an acceptance on my part as his/her parent or guardian of all rules and regulations of St. Vincent de Paul Catholic Elementary School. This includes the judgments of school faculty and administration regarding academic and disciplinary issues. I further understand that, by Board of Education policy, a condition precedent to initial or continued enrollment of my child(ren) is the signing of this contract.

The school reserves the right to add to, modify or abolish any of the handbook provisions without notice. Non-enforcement of any of the rules or regulations does not serve as a waiver of those rules in the future.

My signature below is an indication that I have read, understand, and agree to comply with all statements and provisions set forth in the St. Vincent de Paul Catholic School Family Handbook, and pledge my cooperative support of these policies.

Student Last Name(s) _____
Please Print

Student(s) First Name(s) _____
Please Print

Student(s) First Name(s) _____
Please Print

Parent/Guardian Signature _____