



ROYCEMORE

OFF-CAMPUS/ REMOTE LEARNING HANDBOOK

Updated as of October 15, 2020

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ABOUT THE REMOTE LEARNING PLAN

Roycemore School's Remote Learning Plan is designed to be implemented when circumstances and conditions prevent regular school operations. This guide is intended to help families and students understand the framework, technology, and expectations of remote learning at Roycemore.

At the heart of our Remote Learning Plan are the relationships between teachers and students and among students. Roycemore School is committed to planning and implementing a cutting edge, high touch experience for students whether they are participating in the Off-Campus learning option or if a cohort or the school needs to transition to remote learning for periods of time.

We remain committed to our curriculum, educational philosophy, and school mission; however, it is important for all constituencies to acknowledge that the learning experiences, social interactions, and student assessment we design when school is in regular session cannot be simply replicated in remote learning. As a school, we value being together as a community, and believe that real interactions between teachers and students are the ideal learning environment. When our Remote Learning Plan is in place for cohorts of students or the whole school, it is the School's goal to resume in-person instruction as soon as safely possible.

As in our regular instruction, our remote learning remains focused on students' cognitive, physical and social-emotional development. Students will have both off- and on-screen learning activities that emphasize interaction and creativity and are designed to engage students in experiences that connect to current curriculum. These activities will require technology and minimal specialized materials, and families will receive direction on how best to support student learning with adult involvement.

A successful and meaningful remote learning experience will call on and pull into focus our school's core values-- Scholarship, Integrity, Community, Respect, Compassion-- though this may entail a re-conceiving of these values and how we honor them as a community not physically together.

KEY TERMS FOR REMOTE LEARNING

Remote Learning: Learning where the instructor and students are in physically separate locations, and instruction is delivered via an electronic device, such as a computer, tablet or

mobile phone. The learning can be synchronous, in which all participants are connected at the same time, or asynchronous, when participants are engaged in learning at different times.

Synchronous learning: Students participate in online learning at the same time but in different locations. Students may virtually attend class together via video conference, webinar, message board/ chat feed, or other platforms.

Asynchronous learning: Students participate in online learning at different times and in different locations. Materials are provided through FACTS, Google Classroom, Seesaw, Edmodo or other platforms for students to work on at times that are convenient for them. Deadlines will still be given for completion of work, however.

REMOTE 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 Roycemore School.
- ☐ Appropriate guidelines and expectations exist to guide students and families. Direct instruction and other modes of teaching and engagement will vary by grade or division to differentiate in the amount of screen time required. Suggested daily schedules for on/off screen time by grade or division will help support parents and caregivers (especially in Lower School).
- ☐ 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.

REMOTE LEARNING SUPPLIES

Platforms

Platforms used for Remote Learning will vary per grade level.

- ☐ RenWeb/ FACTS Student Information System
- ☐ Google: Docs, Sheets, Slides, Classroom, Meet
- ☐ Zoom
- ☐ SeeSaw (PreK-4th grade)
- ☐ Edmodo, Flipgrid, Loom

- ❑ Other

For Students

- ❑ Age 3-JK: Internet access, one family device for occasional access to internet, hands-on materials, and a space to play/exercise/practice mindfulness; [supply list](#)
- ❑ Kindergarten-1st Grade: Internet access, school-issued iPad, hands-on materials, and a space to play/exercise/practice mindfulness; [supply list](#)
- ❑ Grades 2-8: Internet access, school-issued Chromebook, hands-on materials, and a space to play/exercise/practice mindfulness; [LS supply list](#), [MS supply list](#)
- ❑ Grades 9-12: Internet access, student's own device, and a space to play/exercise/practice mindfulness

For Faculty

- ❑ School-provided laptop, internet access, and a space to play/exercise/practice mindfulness

ROYCEMORE SCHOOL CONTACTS

- ❑ Head of School - [Adrienne Finley Odell](#)
- ❑ Upper School Division Head - [Stefanie Rivera](#)
- ❑ Middle School Division Head- [Adrienne Floro](#)
- ❑ Lower School & Early Childhood Division Head - [Darcy Aksamitowski](#)
- ❑ Director of Curriculum and Innovation - [Elizabeth Shuttters](#)
- ❑ Social Worker- [Dr. Gretchen Glader](#)
- ❑ Lower School Learning Support Specialist, [Staci Aronson](#)
- ❑ Middle School Learning Support Specialist, [Wendy Griffin](#)
- ❑ Upper School Learning Support Specialist, [Karen Radke Byrnes](#)
- ❑ College Counseling, [Mauricio Robert](#)
- ❑ International Family Liaison, [Dr. John Trowbridge](#)

Tech Help

Faculty needing technology help should submit a support ticket to MOST ([instructions for faculty can be found here](#)).

Families or students who are having difficulty accessing the Remote Learning materials or sites should discuss their challenge with their teacher or appropriate Division Head.

WHAT WE VALUE

- ☐ Connection/Contact/Community
- ☐ The ability to meet our students where they are and help them grow
- ☐ Families spending quality time together
- ☐ Limiting screen time
- ☐ Maximum time exploring, creating, and relating

PARTNERSHIP: SCHOOL, PARENT, AND STUDENT ROLES AND RESPONSIBILITIES

Remote Learning requires a unique partnership between the School and families. Flexibility, creativity, problem-solving, and communication are critical for successful distance learning experiences.

Community Roles and Responsibilities

Faculty/Staff

Administrative Team

- Create, distribute, and update the Remote Learning Plan/Handbook and the Remote Learning Website.
- Establish clear channels of communications between faculty, staff, families, and students.
- Support faculty and students/families shifting to a distance learning environment with professional development/training, FAQs, personal contact, and clear communication.
- Help teachers implement remote learning and ensure high-quality learning experiences for all students.

Classroom & Specials Teachers

- Attend remote learning training prior to remote learning launch and set up a virtual classroom.
- Communicate to students about synchronous online expectations.
 - ❑ Expectations for online behavior - including appropriate approaches (language, attire) to learning, participating in any breakout groups or online chats, etc.
 - ❑ Clarity about how “performance” will be assessed with remote learning
 - ❑ Expectations for makeup work if students are ill and cannot participate
 - ❑ Encouragement to have a buddy (or two) in the class with whom they can connect in the event that they have tech/communication problems
- Collaborate with other members of your division or curricular area to design remote learning experiences for your students

Remote Learning Days Teacher Requirements

- Check email at least once every two hours during school hours (8 am to 4 pm).
- Respond to emails within 24 hours. If you can't give a thorough response right away, send a short note saying when you will. *
- Plan and post what you expect students to do by 8 am each day.
 - For Middle and Upper School classes, teachers must continue to post to the FACTS (RenWeb) lesson plans area as usual. You should continue to have a rough version of the entire week posted by the preceding Sunday. * Detailed daily instructions must be posted by 8 am each day.
 - Middle and Upper School teachers are also strongly encouraged to use Google Classroom.
 - Lower School teachers may use Google Classroom and/or SeeSaw.
- Log in to synchronous class meetings a few minutes before they are scheduled to begin. Remain in the virtual meeting until the class is over, or all students have left. (See below for guidance on which online meeting tool to use.)
- Attendance information will still be entered into FACTS (RenWeb) daily. If your virtual class is meeting on a given day, and a student does not attend, please change whatever is entered in FACTS to A (absent).
- If you are ill, request a sick day via [Employee Navigator](#) as usual. When you are able, communicate with your students letting them know when you will be available. If you are ill for longer than two days, your division head will be in touch with your students/parents.

* This is always a requirement -- it's in the faculty handbook!

Learning Support Specialists/ Gifted Coordinator

- Support all teachers and teams in the implementation of remote learning for students who receive support or have learning differences
- Continue to offer support for students with learning plans and/or diagnosed learning differences
- Offer to scaffold or modify assignments, as necessary, for students to support subject or classroom teachers
- Communicate regularly and continue to support subject or classroom teachers to differentiate lessons and activities for the students
- Communicate regularly with students and their parents to help them have success with distance learning, using Google calendar appointment slots

- Provide supplementary learning activities for students who might benefit from additional practice to close academic and curricular gaps, or for students who need additional enrichment/challenge
- Lead small groups online for study sessions, tutorials, etc. as needed

Social Worker

- Serve as liaison for communication with students & families in crisis
- Maintain developmentally appropriate social-emotional resources
- Encourage employees, students, parents, and caregivers to schedule meetings as needed.
- Support faculty with well-being tools, conversations, and collaboration
- Support advisors and/or classroom teachers as needed with students who are absent or cannot participate
- Lead small groups online (if needed- ie. lunch bunch) for support

College Counselor

- Continue to provide all regular college counseling services to students
- Evaluate timeline for graduation requirements, class credit, and AP testing deadlines
- Host Office Hours at set times for students to call in and access support virtually. Encourage students, parents, and guardians to schedule these meetings as needed.

Librarian

- Teach classes in Early Childhood, Lower and Middle School
- Run Homeroom/ Advisory meetings
- Collaborate with colleagues to find resources for high-quality remote learning experiences and research
- Regularly check in with subject and classroom teachers to identify ways to support their design of remote learning experiences
- Maintain and update online library site for obtaining resources
- Be available for teachers and students as needed for support

Faculty Advisors to Clubs and Other Student Organizations

- Determine what work of the club or organization is absolutely essential for the continuity of the organization
- Communicate expectations about work with all members and division-level administration.

Parents/Caregivers

Roycemore School understands that a shift to a remote learning approach will require our students and families to make adjustments. Yet a continued ***partnership*** with parents and guardians can play a vital part of ensuring the success of the plan. Division Heads, learning support staff, and teachers are all available to support and guide students (and parents/guardians/caregivers) should they need help. Below are some guidelines for parents/guardians/caregivers to help students achieve success with remote learning. Overall, we encourage you to embrace this time at home as a new adventure with great possibilities.

Enjoy your family!

Guidelines for Remote Learning

1. Technology Considerations:

- **FACTS:** Make sure you know how to log in to the FACTS Family Portal (also called ParentsWeb). This is where assignments for students in grades 5-12 are, and will continue to be, posted.
 - i. You can access the Family Portal by visiting roycemoreschool.org/parentsweb.
 - ii. The District Code is RS-IL.
 - iii. If you need help with your username and/or password, [contact Tanise Robnett](#).
- **Email:**
 - i. Check your email regularly. Administration and teachers will email information, and in some cases, home assignments will be emailed (especially for younger grades).
- **G Suite:**
 - i. Ask your student to show you that they know how to log into their G Suite, or Google, account. All students in grades 1-12 have such accounts, with various levels of access to G Suite tools.
 - 1. You can start the login from drive.google.com, classroom.google.com, or mail.google.com.
 - 2. The username is the student's first name followed by their last initial, followed by @roycemoreschool.org.

3. If your student has trouble logging in, contact their classroom teacher or [Beth Shuttles](#).
 - ii. Many of our teachers will be using [Google Classroom](#) to post assignments. You may receive an email from your child's teacher with an invitation to receive guardian email updates from Google Classroom. [More details here](#).
 - iii. If you have a tablet device (such as an iPad), you may want to consider installing the Google Classroom app ([iOS version](#); [Google Play version](#)).
- **Other Tech Sites/ Logins:**
 - i. Your student likely has logins to other tools, so consider asking them to show you that they can log in to those tools as well. This may include [MobyMax](#), Prodigy, Typing Club, Raz Kids, EPIC, Memrise, IXL, and others
- **What's the difference between the Family Portal and Google Classroom?**

The FACTS Family Portal (ParentsWeb) is the place where we require all faculty for all classes in grades 5-12 to post lesson plans (what will be done in class) and homework (what is expected to be done at home). It is a low-tech platform that is usually used to simply list what work is assigned. Google Classroom is used by many of our faculty, though not required. It is a tool where teachers can not only list what work is assigned, but also send out actual worksheets, templates, links, videos, and other resources directly to students. Students also use the platform to turn in work to their teachers.
- **Bandwidth**

With the potential of multiple devices being used simultaneously in a home, bandwidth could be taxed. It will be helpful if parents *monitor* so that one user isn't streaming or playing video games (Netflix, Fortnite, etc.) while another is having a synchronous class.

2. Define the Physical Space for Your Child's Study:

Ensure you have a place set up at home where your student can participate in remote learning, and to work on home assignments. Ideally, this is a quiet, clutter-free place away from distractions such as toys, games, and TV screens.

3. Establish Structure for your Child:

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 your child retain a sense of normalcy and stay engaged in learning. Setting ***clear expectations*** with your child about regular school day hours will help your child maintain a schedule and stay on top of his/her schoolwork. Be sure to help your child ***build in “breaks”*** during the school day, encouraging them to stand up and move around so they are not remaining sedentary throughout the day. Also, set agreements on when your child is expected to “stop” school for the day.

4. Stay in Communication with your Child’s Teachers:

Your child’s teachers and the division heads will maintain regular communication with parents/guardians/caregivers. The frequency of the communications will depend on your child’s age, developmental stage, and level of independence. While teachers are available as resources for your child and for you, please keep in mind that our teachers will need to be in regular email communication with all of their families, so we ask that you be mindful when communicating with teachers, strive to be succinct, and focus on the essential. ***Please use email (not texting) as your primary method of contact with teachers.***

5. Begin and End Each Day with a Check-in:

Families are encouraged to start and finish each day with a simple check-in with their child. This brief grounding conversation allows children to plan. It helps them organize themselves and set goals.

In the morning ask:

- What are you learning today?
- What are your goals? How will you spend your time?
- What materials do you need? How can I help you?

In the evening ask:

- What was your learning today?
- How did you spend your time?
- Did you meet your goals?
- What support do you still need?
- What questions do you have?

6. Encourage physical activity and/or exercise:

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. Parents should ***monitor student stress levels*** and reach out to the divisional counselor for advice as needed. The health and wellness of our students is of the utmost importance to us, and so we will continue to offer PE class during times of remote learning. Parents can partner with the school by ***checking in on their child's physical activity*** and ensuring that they participate in the activities provided.

7. Remain mindful of your child's stress or concerns:

It is helpful to provide a time to talk with your child about how they are feeling, and to validate their feelings and offer strategies.

If a child says they're feeling sad, you could say:

- "I totally understand you might be feeling sad about this unexpected change. Lots of other kids are sad too. What are some strategies you know to help if you're feeling sad?"
- Helping and supporting others can be a great way to make children (and adults) feel better. Brainstorm with your child about what they can do to pass kindness to others. Making cards for classmates, sending a short video of the child to a relative, or making a gift for neighbors are all ways to help your child take their mind off sad feelings and focus on the positive.
- Give children an opportunity to generate other self-calming strategies such as taking a deep breath, thinking happy thoughts, or practicing positive self-talk (statements you say to yourself, such as "I'm sad now, but i'm looking forward to _____ today!" or "I'm really excited for _____, it's something to look forward to and be excited about.")

If a child reports feeling mad, you can:

- Suggest clenching and unclenching their fists, taking deep breaths, counting up or down from 10, or practicing positive self-talk ("I won't feel this way forever" or "I'm feeling mad now, but I'll enjoy _____ at home this afternoon.")
- Help your child find ways to move around. Options include going outside and getting fresh air, if possible, or staging an indoor dance party.

If your child is feeling worried, you can:

- Remind them of how they can keep themselves safe.

- Help them practice self-talk, such as talking back to worried thoughts, or not letting worried thoughts control them.
- Remind them that adults are here to take care of them and keep them safe.
- Limit “worry time” to 10-15 minutes a day, when you sit with your child and discuss their worries. If your child is worried at another time, have them write down the worry and put it in a box for the next “worry time,” and then encourage your child to occupy themselves with a new activity.

8. Monitor how much time your child is spending online:

- Help your child find the right balance between online and offline learning experiences. We request feedback on how much time tasks require students to be online.
- Please actively monitor your child when they are online to make sure they are spending time on their academic learning tasks. In the upper grades, please monitor your child’s time online.

9. Help your Child Maintain Social Contact with Peers

It will be very important for your child to stay in social contact (through virtual means) with their friends and peers during remote learning periods. Encourage your child to interact with friends through Facetime/Google Meet or through phone conversations if social distancing is required. They can form study groups created by their teachers or informal groups that they develop on their own. Social interactions, such as virtual lunch buddies, will help your child *stay connected* and feel a part of the School community.

10. Encourage Independence and Allow for Productive Struggle

Stay engaged in your child’s learning by asking them questions and having them share their thoughts while *encouraging their independence* so they can take ownership of their own learning. Some *productive struggle is essential* to learning, so we ask that parents allow their children to grapple with problems and come up with ideas for tackling them. Stepping in too quickly to help solve problems will deprive your child of the opportunity to learn, try new approaches, and gain greater independence and confidence. If your child becomes discouraged and/or overwhelmed by schoolwork, please reach out to your child’s teachers, advisors, or counselors.

11. Time Management

The transition to remote learning may be very smooth for some students while others may need more help with time management. Remote learning will entail both synchronous and asynchronous work for students. During the day when students are not engaged in synchronous classes, students will still have work to do. Teachers will provide a variety of assignments including some instruction they provide to students via pre-recorded video. Teachers are available to assist, but it is also important for parents to *ensure that students are spending asynchronous time on school work*. Even if a student says that he or she is done with assignments, this is a valuable time to meet with teachers during office hours, study with peers, and master the learning outcomes for the course.

Students

Off Campus/Remote Learning Contracts

These are the contracts our students and families agree to when we embark on remote learning.

- [Lower School](#)
- [Middle School](#)
- [Upper School](#)

Attendance

Parents and students will follow directions sent by the school to enter attendance each day.

Grades

Because the grades students earn are used for many high-stakes decisions - course placement, graduation, and more - *the guiding principle of teaching, assessment, and grading at Roycemore during remote learning is to do no harm*. In this way, we act in the best interest of our students and their families during this time of unprecedented stress and anxiety.

Students will have the opportunity to have their grade reflect their achievement if they are demonstrating success with remote learning. Students can improve grades as they demonstrate proficiency/mastery/attainment of prior and future skills and competencies.

Students will receive report cards at the end of the year which will include comments reflecting the engagement of students in class during remote learning. Grades will continue to be posted on FACTS for Middle and Upper School.

Below are the Grading and Assessment Guidelines for Middle and Upper School students during remote learning:

Roycemore School Remote Learning Grading and Assessment Guidelines

Students and Families Version

Overarching Philosophy:

- Because the grades students earn are used for many high-stakes decisions, it is our goal to always act in the best interest of our students and their families during this time of unprecedented stress and anxiety.
- The goal is for students to make learning gains and to acquire key skills and competencies.
- Roycemore faculty will prioritize the continuation of learning, connectedness, and caring for students during remote learning.

Middle and Upper School Grading Policies

Our grading philosophy will remain the same whether on-campus, off-campus, or remote learning is in progress.

Assessments

Teachers will design assessments that are appropriate for the remote learning setting. The goal is for students to make learning gains and to acquire key SKILLS and COMPETENCIES.

Google/ Zoom Classes & Conference Behavior & Etiquette

Students should follow the handbook with regards to dress code and discipline expectations. Students will be required to use mute during parts of a lesson or the “raise hand” feature in the video conferencing software. In line with our school wide embrace of the Seven Habits of Highly Effective People, students are asked to follow the guidelines below:

Virtual Classroom and the Seven Habits

1. Set up your chrome book and all the materials that you need for class in a quiet area in your home before the virtual meeting starts. Stay in this one place during the meeting. **(Be Proactive)**

2. Materials include pencil or pen, paper, books for that class. **(Put First Things First, and Begin with the End in Mind)**
3. Please have the camera turned so the teacher can see you. **(Synergize)**
4. You'll be muted unless it's your time to talk. Remember to "raise your hand" and wait for the teacher to unmute you. **(Seek First to Understand, then to be Understood)**
5. Just as we do when we are in a classroom together, listen and be respectful of each other. **(Think Win-Win)**
6. Patience: There will be glitches with the technology. If your screen freezes, send your teacher a "chat" to explain that you need the last point repeated. Also, remember we are all learning how to teach and learn remotely, so be patient as your teachers are learning this technology. **(Synergize)**

Honor Code and Responsible Use

The Roycemore School Honor Code and Responsible Use Plan apply to the Remote Learning plan.

We are grateful for the NAIS network. This handbook has been created and adapted for Roycemore thanks to resources from:

<https://www.asij.ac.jp/>

<https://www.sidwell.edu/>

<https://www.greensboroday.org/>

<https://www.theschool.columbia.edu/>

REMOTE LEARNING PLANS

EARLY CHILDHOOD

A typical day in Early Childhood will include the following:

- Morning Meeting
- At least two (three for Kindergarten) core lessons taught by classroom teachers
- At least two specials (Music, Art, French, PE, or Library)
- Lunch in classrooms
- Recess
- 1:1 and small group instruction
- Closing circle

The updated Early Childhood daily schedule can be found below (subject to change).

Because this schedule was designed to provide consistency for students if we have to go in and out of Remote Learning, it offers a framework that supports a seamless transition, in the event of a COVID-19 spike in our region, between On-Campus and Remote Learning for all students. The schedule provides an emphasis on synchronous lessons. Only the morning portion will be followed with Remote Learning, and there will be opportunities for synchronous lessons with the teachers in the afternoon.

PreK/JK Schedule

Time	Instruction Type		School Day *
	Offline Participation	Online Participation	
	Getting Ready (Offline)		Personal Morning Routine
8:45 to 9:15	Live Instruction Group Participation (Full Class)		Morning Meeting
9:15 to 9:45	Live Instruction Group Participation (Full Class)		Teacher Lesson #1 Core or specialist subject, direct instruction with independent work time
9:45-9:50	Transition		
9:50 to 10:20	Live Instruction Group Participation (Full Class)		Special (Music, Art, French, PE, Library) OR Work on Subject Lesson (Word Study/Spelling)
10:20-10:25	Transition		
10:25 to 10:55	Live Instruction Group Participation (Full Class)		Special (Music, Art, French, PE, Library) OR Work on Subject Lesson (Word Study/Spelling)
10:55 to 11:00	Transition		

11:00 to 11:45	<i>Live Instruction Group Participation (Full Class)</i>	Teacher Lesson #2 Core or specialist subject, direct instruction with independent work time
11:45 to 12:15	<i>Break (Independent and Offline)</i>	Lunch
12:15-1:00	<i>Break (Independent and Offline)</i>	Recess
1:00 to 1:45	<i>Student Office Hours or Individual Work Time</i>	Teacher Lesson #3 Core or specialist subject, direct instruction with independent work time
1:45-1:50	<i>Transition</i>	
1:50-3:15	<i>Live Instruction Group Participation (Full Class)</i>	Specialized Groups: Small groups or Nap
3:15-3:30	<i>Live Instruction Group Participation (Full Class)</i>	Closing Circle

Kindergarten Schedule

Time	<i>Instruction Type</i>		School Day *
	<i>Offline Participation</i>	<i>Online Participation</i>	
	<i>Getting Ready (Offline)</i>		Personal Morning Routine
8:45 to 9:15	<i>Live Instruction Group Participation (Full Class)</i>		Morning Meeting
9:15 to 9:45	<i>Live Instruction Group Participation (Full Class)</i>		Teacher Lesson #1 Core or specialist subject, direct instruction with independent work time
9:45-9:50	<i>Transition</i>		
9:50 to 10:20	<i>Live Instruction Group Participation (Full Class)</i>		Special (Music, Art, French, PE, Library) OR Work on Subject Lesson (Word Study/Spelling)
10:20-10:25	<i>Transition</i>		
10:25 to 10:55	<i>Live Instruction Group Participation (Full Class)</i>		Special (Music, Art, French, PE, Library) OR Work on Subject Lesson (Word Study/Spelling)
10:55 to 11:00	<i>Transition</i>		
11:00 to 11:45	<i>Live Instruction Group Participation (Full Class)</i>		Teacher Lesson #2 Core or specialist subject, direct instruction with independent work time
11:45 to 12:15	<i>Break (Independent and Offline)</i>		Lunch
12:15-1:00	<i>Break (Independent and Offline)</i>		Recess

1:00 to 1:45	<i>Live Instruction Group Participation (Full Class)</i>	Teacher Lesson #3 Core or specialist subject, direct instruction with independent work time.
1:45-1:50	<i>Transition</i>	
1:50-3:15	<i>Student Office Hours or Individual Work Time</i>	Specialized Groups: 1:1 or small group time for students with lead and specialist teachers to check academic work and interest on their subject work
3:15-3:30	<i>Live Instruction Group Participation (Full Class)</i>	Closing Circle

* Please note, Roycemore will continue to have early dismissal (2 pm) on Thursdays for teacher professional development.

Off-Campus Learning Option

For families that need students to continue learning from home for health reasons, Roycemore will provide an Off-Campus Learning experience. The exact structure of the Off-Campus Learning student's day will vary by grade level and will be planned with the help of the Lower School Head and classroom teachers. This schedule will be different from the On-Campus Learning schedule.

Participating in Off-Campus Learning will require an even greater partnership between home and school. If a family selects this option, the Lower School Division Head will communicate with the family to discuss the option in greater detail and to establish structure to ensure the success of the student to complete their work remotely.

The Early Childhood Off-Campus Learning experience will include components of synchronous and asynchronous lessons.

- **Daily asynchronous lessons** will be provided with a checklist, or choice board, to promote independence, using the SeeSaw platform.
- **30-minute synchronous lessons** with the classroom teacher and other Off-Campus Learning peers will take place at least three times a week. Students will complete all end of unit projects and will follow the same curricular timeline as their On-Campus Learning peers.
- **Synchronous and asynchronous lessons with extracurricular classes** such as art, music, french, PE, and library.
- **Additional synchronous time** will be scheduled each week to provide opportunities for students to participate in some social synchronous time with their classmates, activities will vary by grade level (lunch bunch, read aloud, etc.).

LOWER SCHOOL

The updated Lower School daily schedule is included below (subject to change). Students will still participate in all specials (Art, Music, French, PE, and Library).

Because this schedule was designed to provide consistency for students if we have to go in and out of Remote Learning, it offers a framework that supports a seamless transition, in the event of a COVID-19 spike in our region, between

On-Campus and Remote Learning for all students. The schedule provides an emphasis on synchronous learning while engaged in Remote Learning.

Time	Instruction Type		School Day *
	Offline Participation	Online Participation	
	Getting Ready (Offline)		Personal Morning Routine
8:15 to 8:45	Live Instruction Group Participation (Full Class)		Morning Meeting
8:45 to 9:30	Live Instruction Group Participation (Full Class)		Teacher Lesson #1 Core or specialist subject, direct instruction with independent work time
9:30-9:35	Transition		
9:35 to 10:20	Live Instruction Group Participation (Full Class)		Teacher Lesson #2 Core or specialist subject, direct instruction with independent work time
10:20 to 10:25	Transition		
10:25 to 10:55	Live Instruction Group Participation (Full Class)		Special (Music, Art, French, PE, Library) OR Work on Subject Lesson (Word Study/Spelling)
10:55-11:00	Transition		
11:00 to 11:30	Live Instruction Group Participation (Full Class)		Special (Music, Art, French, PE, Library) OR Work on Subject Lesson (Word Study/Spelling)
11:30 to 12:15	Break (Independent and Offline)		Recess
12:15-12:45	Break (Independent and Offline)		Lunch
12:45 to 1:15	Student Office Hours or Individual Work Time		Specialized Groups: 1:1 or small group time for students with lead and specialist teachers
1:15-1:20	Transition		
1:20-1:50	Live Instruction Group Participation (Full Class)		Special (Music, Art, French, PE, Library) OR Work on Subject Lesson (Word Study/Spelling)
1:50-2:00	Transition		
2:00 to 2:40	Live Instruction Group Participation (Full Class)		Teacher Lesson #3 Core or specialist subject, direct instruction with independent work time (Each Tuesday, students will participate in the new EAGLE Hour)
2:40 to 3:00	Live Instruction Group Participation (Full Class)		Closing Circle

3:00 to 4:00

*Small-Group (After School; On-Campus only;
Optional)*

Clubs

* Please note, Roycemore will continue to have early dismissal (2 pm) on Thursdays for teacher professional development.

Off-Campus Learning in the Lower School

For families that need students to continue learning from home for health reasons, Roycemore will provide an Off-Campus Learning experience. The exact structure of the Off-Campus Learning student's day will vary by grade level and will be planned with the help of the Lower School Head and classroom teachers. This schedule will be different from the On-Campus Learning schedule.

Participating in Off-Campus Learning will require an even greater partnership between home and school. If a family selects this option, the Lower School Division Head will communicate with the family to discuss the option in greater detail and to establish structure to ensure the success of the student to complete their work remotely.

The Lower School Off-Campus Learning experience will include components of synchronous and asynchronous lessons.

- **Daily asynchronous lessons** will be provided with a checklist, or choice board, to promote independence, using the assigned remote learning platform for that grade level (SeeSaw: 1st- 4th; Google Classroom: 3rd and 4th).
- **30-minute synchronous lessons** with the classroom teacher and other Off-Campus Learning peers will take place at least three times a week. Students will be expected to complete all end of unit projects and will follow the same curricular timeline as their On-Campus Learning peers.
- **Synchronous and asynchronous lessons with extracurricular classes** such as art, music, french, PE, and library.
- **Additional synchronous time** will be scheduled each week to provide opportunities for students to participate in some social synchronous time with their classmates, activities will vary by grade level (lunch bunch, read aloud, etc.).

MIDDLE SCHOOL

The following schedule will be followed by all students grades 5-8.

2020-2021 Middle School Schedule

	Gr.	Lion Days: Monday & Wednesday	Teacher	Classroom
MORNING 8:20-9:00 am	5	Homeroom	Erb/Gonzalez	227
	6	Homeroom	Milner/Chanan	229
	7	Homeroom	Stanley/Griffin	230
	8	Homeroom	Floro/Mahlan	MPR

A BLOCK (1) 9:00 - 9:40 am	5	PE/Wellness	Long/Chanan	Gym
	6	PE/Wellness	Long/Chanan	Gym
	7	Fine Arts	Hecht/Wilson/Redmann	116/MPR/119
	8	Fine Arts	Hecht/Wilson/Redmann	116/MPR/119
A BLOCK (2) 9:40 - 10:25 am	5	Humanities	Erb	227
	6	Humanities	Milner/Stanley	MPR
	7	Fine Arts	Hecht/Wilson/Redmann	116/230/119
	8	Fine Arts	Hecht/Wilson/Redmann	116/230/119
B BLOCK 10:35 - 11:55 am	5	Humanities	Erb	227
	6	Humanities	Milner/Stanley	MPR
	7	Spanish 1 (MS only) or French 1 (w/ US)	Long or Leavitt	230/227
	8	Science	Mahlan	226
11:55 am - 12:40 pm: Lunch with Advisory; Recess			All MS Advisors	All MS Rooms
C BLOCK 12:40 - 2:00 pm		5/6 Fine Arts 1	Redmann/Wilson/Hecht	119/230/116
		Math Expressions	Floro	230
		Pre-Algebra	Erb	227
		Algebra 1 & Algebra I (Off-Campus)	Mahlan / Tain	226 / Remote
		Euclidean Geometry	Carson	237/Zoom Rm 229
D BLOCK 2:10 - 3:30 pm	5	French Truax	Truax	227
	6	Science	Mahlan	226
	7	Humanities	Milner/Stanley	MPR
	8	Humanities	Milner/Stanley	MPR

	Gr.	Eagle Days: Tuesday & Thursday	Teacher	Classroom
MORNING 8:20-9:00 am	5	Homeroom	Erb/Gonzalez	227
	6	Homeroom	Milner/Chanan	229
	7	Homeroom	Stanley/Griffin	230
	8	Homeroom	Floro/Mahlan	MPR

E BLOCK (1) 9:00 - 9:40 am	5	PE/Wellness	Long/Chanan	Gym
	6	PE/Wellness	Long/Chanan	Gym
	7	Science	Mahlan	226
	8	World Language	Various	Various
E BLOCK (2) 9:40 - 10:25 am	5	Humanities	Erb	227
	6	Humanities	Milner/Stanley	MPR
	7	Science	Mahlan	226
	8	World Language	Various	Various
F BLOCK 10:35 - 11:55 am	5	Science	Mahlan	226
	6	French	Truax	227
	7	Wellness (Tues)/PE (Thurs)	Long/Chanan	Gym
	8	Wellness (Tues)/PE (Thurs)	Long/Chanan	Gym
11:55 am - 12:40 pm: Lunch with Advisory; Recess			All MS Advisors	All MS Rooms
G BLOCK 12:40 - 2:00 pm	5/6	5/6 Fine Arts 2	Wilson/Hecht/Redmann	230/116/119
	5/6	Math Foundations	Erb	227
	7	Humanities	Milner/Stanley	MPR
	8	Humanities	Milner/Stanley	MPR
2:00 Dismissal		Tuesday: EAGLE Hour Courses [Temporarily Suspended] Thursday: Early Dismissal for Faculty PD	TBD	TBD

	Gr.	Griffin Day: Friday	Teacher	Classroom
A BLOCK 8:20-9:15	All	P3	All MS Teachers	MS Classrooms
B BLOCK 9:25 - 10:10 am	5	Humanities	Erb	MPR
	6	Humanities	Milner/Stanley	MPR
	7	Spanish 1 (MS only) or French 1 (w/ US)	Long or Leavitt	230 / 228
	8	Science	Mahlan	226

C BLOCK 10:20 - 11:05 am	5/6	Tech (Fine Arts 1 Group)	Shutters	TBD
	5/6	Math Expressions	Floro	230
		Pre-Algebra	Erb	227
		Algebra 1	Mahlan	226
		Euclidean Geometry	Carson	237/ZoomRm. 229
F BLOCK 11:15 am - 12:00 pm	5	Science	Mahlan	226
	6	Library	Gonzalez	227
	7	PE/Wellness	Long/Chanan	Gym
	8	PE/Wellness	Long/Chanan	Gym
12:00 - 12:55 pm: Lunch with advisory (and more P3?)			All MS Teachers	All MS Rooms
E BLOCK 12:55 - 1:40 pm	5	PE/Wellness	Long/Chanan	Gym
	6	PE/Wellness	Long/Chanan	Gym
	7	Science	Mahlan	226
	8	World Language	Various	Various
D BLOCK 1:50 - 2:35 pm	5	Library	Gonzalez	227
	6	Science	Mahlan	226
	7	Humanities	Milner/Stanley	MPR
	8	Humanities	Milner/Stanley	MPR
G BLOCK 2:45 - 3:30 pm	5/6	Tech (Fine Arts 2 Group)	Shutters	TBD
	5/6	Math Foundations	Erb	227
	7	Humanities	Milner/Stanley	MPR
	8	Humanities	Milner/Stanley	MPR

Morning Grade Level Homeroom/Advisory - At the MS, we start each day with our grade-level homerooms led by two teachers at each level for added connection and collaboration with our students. The routine each day involves greeting and connecting with one another, sharing the day's announcements and reminders, and engaging in an activity focused on our monthly theme. This year, a major focus includes teaching mindfulness through the Mindful Schools curriculum.

Advisory Lunch/Recess - During lunch we carry a focused thread from our morning advisory into discussions with the students during lunch. Weather permitting, we eat lunch outside as a middle school community. As the weather changes, on-campus and off-campus may opt to schedule Zoom lunch periods to connect socially during lunch & recess.

Wellness/ Physical Activity Time - It is imperative that students remain appropriately active and healthy. Our Physical Education teachers have created asynchronous activity assignments on Choice Boards in Google Classroom. In addition to the physical education choice activities, students will complete assignments in PE/Wellness Google Classroom related to Health/Wellness. Students should make time each day to participate in this activity and document their physical activities using Flipgrid, Video, or other media tools to document their PE development.

Technology

All Middle School students have been issued a Roycemore School owned chromebook for their use in Middle School. Access to this technology becomes even more important during Remote Learning. Roycemore uses a tool called GoGuardian to filter, monitor, and manage our student Chromebooks. GoGuardian has released a new feature, which allows parents/guardians to be able to view student browsing activity via an app called GoGuardian Parent.

Below are instructions from GoGuardian if you wish to utilize the app. Please note that the GoGuardian parent app is only applicable to students with school Chromebooks. If your student uses his/her own device for school work, the app will not work.

From: GoGuardian- About GoGuardian Parent

The GoGuardian Parent, a mobile app to help keep parents/guardians aware of children's browsing activity, app usage, and more. GoGuardian Parent is a companion to the classroom management and internet filtering tools that your child's school uses for devices issued to students. Through the use of this app, we hope to encourage more open and honest conversations between parents and children that will result in safer practices and responsible browsing habits.

GoGuardian Parent was created to help provide additional educational support to administrators and teachers by allowing parents to see what sites and documents their children are browsing. The app gives parents a bird's eye view of the apps and websites that their kids are on most often. With this perspective, parents can be made aware of what types of browsing behavior schools are seeing from students so they can all work together to encourage more effective internet browsing habits at home and at school.

2020-2021 Middle School Remote/Off-Campus Learning Contract - We've learned a great deal from the Spring shutdown about how school and home can work collaboratively to support remote/off-campus learners. In the contract, we've articulated processes to assist and support learners in partnership with our families at home. **See Contract [HERE](#). Please sign and return.**

Division Meetings and Professional Development - The Middle School Division teachers will have a Divisional Meeting each week to coordinate their work with students. In addition, Thursday afternoon professional development will continue as it does during regular instructional days. Temporarily, we will be providing teachers additional planning and preparation time on Tuesday afternoon to prepare for daily hybrid teaching.

UPPER SCHOOL

The following schedule will be followed by all students grades 9-12.

Class Meetings - Each class will meet three days per week during remote learning. Classes meet Mondays/Wednesdays/Fridays, or Tuesdays/Thursdays/Fridays. Monday-Thursday, classes meet for 80 minutes, and Fridays classes meet for 45 minutes. Class meeting time will be used for active work within that class, whether that is a brief lecture, presentations, or another model.

Teacher Office Hours - Each teacher will hold open virtual office hours each week and be available for faculty, staff, and students. Students that wish additional support from teachers can request these from teachers as needed.

Thursday Advisory - Advisors will have a meeting with their advisory for announcements and engaging social-emotional activity or for academic support discussions.

Division Meetings and Professional Development - Upper School faculty will have a Divisional Meeting each week to coordinate their work with students. In addition, Thursday afternoon professional development will continue as it does during regular instructional days.

Upper School Remote Learning Schedule

Please note: Students are expected to complete work posted on ParentsWeb each day, even if the class does not meet. Use the times in between your class meetings to complete this work, as well as to take breaks. Students: We encourage you to create a personalized schedule for yourself, which includes just your classes. You could use Google Calendar (where you can set reminders!) or just a simple sheet of paper.

2020-2021 Upper School Schedule

	Lion Days: Monday & Wednesday	Teacher	Classroom
MORNING 8:30-9:00 am	Student-Teacher Check-Ins	All US Teachers	All
A BLOCK 9:00 - 10:20 am	Foundations	McCaffrey	237
	AP Calculus AB	Carson	235
	AP US History	Horine	236
	Anatomy & Phys.	Henry	224
	Study Hall	Sommers	233

	Intro. To Engineering	Tain	REMOTE
	Mandarin III/IV	Trowbridge	222
ADVISORY: 10:20 - 10:30 am		US Advisors	US Classrooms
B BLOCK 10:35 - 11:55 am	Drawing & Painting	Hecht	116
	French I	Leavitt	228
	Pre-Calculus	Carson	235
	Geo./Anthro	Horine	236
	Philosophy	Trowbridge	117
	US History	Franck	232
	Bio	Henry	224
	Physics	Dudek	225
	Study Hall	Gonzalez	Library
LUNCH: 11:55 am - 12:40 pm			US Classrooms
C BLOCK 12:40 - 2:00 pm	American Lit	Robert	236
	AP Lit	McCaffrey	237
	Spanish III	Sommers	233
	Euclidean Geo.	Carson	235
	Biomechanics	Dudek	225
	Study Hall	Franck	232
BREAK: 2:00 - 2:10 pm			
D BLOCK 2:10 - 3:30 pm	Traditional Chinese Lit.	Trowbridge	233
	AP Lit.	McCaffrey	237
	French IV/AP French	Leavitt	228
	Algebra II	Negronida	117
	World History	Horine	236
	AP Chem.	Henry	224
	AP Physics C	Dudek	225
	Study Hall	Gonzalez	Library

	Eagle Days: Tuesday & Thursday	Teacher	Classroom
MORNING 8:30-9:00 am	Student-Teacher Check-Ins	All US Teachers	All
E BLOCK 9:00 - 10:20 am	Sculpture	Hecht	116
	French II	Leavitt	228
	Spanish I	Gonzalez/Shutters	Library
	Spanish II	Sommers	233
	Algebra II	Negronida	117
	Dev Psych/Consumer Ed.	Franck	232
	AP Physics C	Dudek	225
	Study Hall	Horine	236
ADVISORY: 10:20 - 10:30 am		US Advisors	US Classrooms
F BLOCK 10:35 - 11:55 am	Piano	Redmann	119
	AP Art	Hecht	116
	French II	Leavitt	228
	Spanish IV	Sommers	233
	Mandarin I/II	Trowbridge	236
	Intro to Alg. II	Carson	235
	Algebra I	Negronida	117
	AP Psychology	Franck	232
	MEH	Byrnes	225
	AP Chem	Henry	224
	Study Hall	Dudek	222
LUNCH: 11:55 am - 12:40 pm			US Classrooms
G BLOCK 12:40 - 2:00 pm	Novels and Nonfiction	McCaffrey	237
	French III	Leavitt	228
	AP Comp Sci.	Dudek	225
	America in Vietnam (virtual only)	Horine	N/A
	AP Euro.	Byrnes	232

	Chemistry	Henry	224
	PE / Health	Chanan	Gym/117
	AP Spanish	Sommers	233
	Study Hall	Trowbridge	Library
EAGLE 2:10 - 3:30 pm	Tuesday: EAGLE Hour Courses Thursday: Early Dismissal for Faculty PD	TBD	TBD

	Griffin Day: Friday	Teacher	Classroom
A BLOCK 8:30-9:15 am	Foundations	McCaffrey	237
	AP Calculus AB	Carson	235
	AP US History	Horine	236
	Anatomy & Phys.	Henry	224
	Intro to Engineering	Tain	Remote
	Mandarin III/IV	Trowbridge	222
	Study Hall	Sommers	233
B BLOCK 9:25 - 10:10 am	Drawing & Painting	Hecht	116
	French I	Leavitt	228
	Pre-Calculus	Carson	235
	Geo./Anthro	Horine	236
	Philosophy	Trowbridge	117
	US History	Franck	232
	Bio	Henry	224
	Physics	Dudek	225
	Study Hall	McCaffrey	237
C BLOCK 10:20 - 11:05 am	American Lit	Robert	236
	AP Lit	McCaffrey	237
	Spanish III	Sommers	233
	Euclidean Geo.	Carson	235
	Biomechanics	Dudek	225
	Study Hall	Franck	232
F BLOCK 11:15 am - 12:00 pm	Piano	Redmann	119
	AP Art	Hecht	116
	French II	Leavitt	228
	Spanish IV	Sommers	233
	Mandarin I/II	Trowbridge	236
	Intro to Alg. II	Carson	235

	Algebra I	Negronida	117
	AP Psychology	Franck	232
	MEH	Byrnes	235
	Study Hall	Dudek	222
12:00 - 12:55 pm: Lunch			US Classrooms
E BLOCK 12:55 - 1:40 pm	Sculpture	Hecht	116
	French II	Leavitt	228
	Spanish I	Gonzalez/Shutters	Library
	Spanish II	Sommers	233
	Algebra II	Negronida	117
	Dev Psych/Consumer Ed.	Franck	232
	AP Physics C	Dudek	225
	Study Hall	Horine	236
D BLOCK 1:50 - 2:35 pm	Traditional Chinese Lit.	Trowbridge	233
	AP Lit.	McCaffrey	237
	French IV/AP French	Leavitt	228
	Algebra II	Negronida	117
	World History	Horine	236
	AP Chem.	Henry	224
	AP Physics C	Dudek	225
	Study Hall	Gonzalez	Library
G BLOCK 2:45 - 3:30 pm	Novels and Nonfiction	McCaffrey	237
	French III	Leavitt	228
	AP Comp Sci.	Dudek	225
	America in Vietnam (virtual only)	Horine	N/A
	AP Euro.	Byrnes	232
	Chemistry	Henry	224
	PE / Health	Chanan	Gym/117
	AP Spanish	Sommers	Library
	Study Hall	Trowbridge	233