



Remote Learning Solutions for Pre-K through Grade 12

Expectations for Students in the USLR

Remote Learning Guiding Statement

The administration, faculty, and staff are committed to providing the best possible remote learning experience for all of our students, while maintaining our high standards of excellence. While we know it cannot replicate the experience of being at school, we want to maintain the joy of learning in the strongest ways we can during these difficult times. Our remote learning endeavor is a partnership, dependent on the purposeful planning of our dedicated teachers, student motivation and engagement, and strong parent support and communication.

Remote Learning Goals

- **The spiritual and social/emotional well being of our students is our number one priority:** We are working hard to find developmentally appropriate ways to ensure that our students feel loved, valued, and connected during this time.
- **Pursuing intellectual pursuits with our students is as important as ever.** We recognize that this will look differently than in our classrooms, but the quality doesn't need to suffer. We will embrace creativity and think outside of the box while also embracing the routines, structures and systems that our students depend on.
- **Scholé: Restful learning must be a part of our daily experience:** Scholé is the opposite of ceaseless busy work that provokes anxiety. Scholé is selective and careful, embracing that which is true, beautiful and good. We want to focus on contemplative deep, lasting learning. We will seek to provide the most important lessons, mindful that learning will be richest when it coincides peacefully with real life (and real life is a bit unusual at the moment).

In spite of the tremendous undertaking of "reinventing" what school looks like, we do well to consider that who we are as a school has not changed. In fact, this season instead highlights work we have been about for years.

CCA Mission Statement (*annotated*)

Covenant Christian Academy offers a Christian (always) and Classical (*even still in this remote environment*) education that builds students' academic, spiritual and social foundations for lives of leadership and service in today's global community (*has this global reality ever been more obvious?*). A Covenant education prepares students to excel in collegiate studies and intellectual pursuits (*here is where we dig in... pursuing intellectual things*), nurtures Christian faith and character (*see below*), and fosters individual gifts and abilities (*we will continue to look for ways to highlight these!*).

CCA Portrait of a Graduate

This season provides an unprecedented opportunity to cultivate in our students the 7 virtues below, and we remain committed to keeping these at the forefront of our student development.

- **Discernment**: Distinguishing the bad from the good and the good from the best.
- **Humility**: Honesty and peace about one's abilities, frailties, and place in the world.
- **Righteousness**: Directing all effort toward the glory and purposes of God.
- **Compassion**: Knowing the value of all people, cultivating a just and flourishing community.
- **Tenacity**: Working with diligence, failing with optimism, overcoming obstacles with patience.
- **Joy**: Driven by delight, peaceful regardless of circumstances.
- **Eloquence**: Speaking the truth convincingly and beautifully.

Teaching and Learning Expectations

Time Allotted for Each Course

When moving to distance learning, it is important to shift away from "class time" vs. "homework time," and instead think about the sum total of all the learning, practicing, applying, and collaborating that takes place over the course of a week. We have established general guidelines for the amount of time per course per week with the understanding that we may revisit these as we go.

7th and 8th grade courses should plan for approximately 14-17 hours of work per week.

9th - 12th grade courses should plan for approximately 17-20 hours of work per week.

Synchronous meeting times count toward the total allotted hours for work.

Communication

All assignments will be posted on Google Classroom class pages. Assignments to be completed on specific days will be posted no later than 8:00 a.m. of that day. Whenever possible, teachers will include suggestions for how long students should spend on individual assignments.

Flexibility

Along with a clear structure and frequent communication, we will allow for as much flexibility as possible—flexibility about when students do their work, ways that we deliver content, timing for submission of work, etc. We recognize that there will be challenges with technology, finding spaces to stay focused, illness, and other personal concerns and obstacles. We are committed to finding multiple ways for students to learn and demonstrate their learning to keep our program equitable and accessible for all. Students or families should contact teachers directly or USLR administrators should they need flexibility in their academic program.

Assignments/Assessments

We are asking for students to complete assignments both to check their progress but also as a means of connection. Teachers are being asked to monitor student submissions, taking note of those who may be falling behind.

Students should see that there are fewer assignments per week than if we were in the school building. Still, teachers will continue to direct students in various types of assignments and assessments, grading along the way. A determination will be made at a later date regarding semester exams.

Grading

At this point, grading continues and students will receive feedback from teachers about their progress and performance. We are researching potential adjustments to grading and the weighting of grades during this second semester.

Expectations for Students

Attendance

We will be checking attendance during all live scheduled ZOOM Meetings. Attendance is considered mandatory and will count towards participation grades for Term 4. We will keep track of attendance for the primary reason of assessing overall student engagement. We recognize that students may not always be available for live classes (due to illness, problems with technology, or other issues). Please communicate with your teachers in advance if you will be absent.

Zoom Meeting Etiquette

Students should remember that Zoom Meetings are now our virtual classroom. Appropriate classroom behavior is expected at all times. Please take care to log into your meeting from a

distraction free, seated, quiet environment. Students should be **dressed appropriately** (no hoods up) and **should not be laying in bed** or on the couch. By default, you will enter the classroom session on mute. If you would like to speak, please use the “raise your hand” feature. Students **may not use virtual backgrounds** and are **strongly encouraged to leave their cameras on at all times**. Students are not allowed to use the built in chat feature, unless directed to by their teacher.

Google Classroom

Students are expected to check email and Google Classroom sites every day, ideally once in the morning and once at the end of the virtual school day. Students are also expected to turn in work in a timely manner through Google Classroom.

Behavior

Covenant’s normal classroom behavior expectations are still to be followed, and all school rules remain in effect for the duration of the Covenant@Home, remote learning program. Due to the nature of remote learning, the disciplinary process involving individual students, advisors, Dean of Students, and/or Dean of Academics may need to be adapted. Disciplinary consequences for students may also be adapted, if necessary. Students should review our acceptable technology use policy, included in the Student and Parent Handbook (available on Ren Web).

Email Communication with Faculty

Students should take care to communicate in a professional manner with faculty. Emailing with a teacher is very different from texting with a friend. Please treat email as if you are writing a formal business letter. Email should include a subject line that indicates specifically why you are reaching out (*English 9 Ovid Assignment*). It should contain a formal greeting (*Good Morning, Mr. Smith*), and a line of “humanness” (*I hope you are well and enjoying the fine weather today*). If you are asking for help, your request should be made politely and in full and complete sentences. Always be sure to thank your teacher and then sign your name (*Thank you in advance for any advice you can give, Johnny*). Before pressing send, be sure to proofread your emails! Last but maybe most important of all, don’t forget to thank your teacher once you receive a response. Practicing these skills now will only make you a better communicator in college and life beyond.

Co-Curricular Activities

USLR Administration is still working to determine which co-curriculars we can continue to support in a virtual environment and how we will do this well. More information regarding co-curriculars will be forthcoming.

In the meantime, important weekly routines in our community such as chapel and advisory continue to meet regularly. Please be sure to attend these live connection points as a way of staying engaged with the larger school community.

Student Support

This is a challenging time for all of us. It is important to remember that our support systems for students remain in place. Michael Curtis, our Dean of Students, is available to meet virtually with students who are struggling. Jillian Isabella, our school counselor, is also available for individual check ins by email or phone.

We want to reiterate our commitment to remaining flexible. We recognize that not all students will have consistent and steady access to wifi or stable, working devices. Students and/or family members may become ill. Not all students have access to printers and those who do may run out of ink. Not all students will be able to purchase books, download apps, or have access to films and videos. As we work to design and adapt our courses for distance learning, we remain focused on how our expectations for learning are flexible, adaptable, inclusive, and equitable for all our students during this challenging time.

Ongoing Communication

Our faculty and staff have been working tirelessly to set up a distance learning program that keeps learning alive, is supportive of student needs, and fosters healthy relationships within our community. As we progress with our remote learning plan, there will undoubtedly be bumps and challenges along the way. We ask for your patience as we roll out this new program. We also welcome your feedback, comments and questions so that together we can support our students by providing them with the opportunity to continue to learn and to maintain a sense of community during this difficult time. *We are grateful for your partnership.*

Who To Contact

- **Advisor:** Advisors will continue to serve as the central link for home and school communications.
- **Tracy Bennett, Dean of Academics:** Academics and remote learning program
- **Michael Curtis, Dean of Students:** Student Life and Behavior, Advising questions. Google Classroom and general technology questions related to the USLR Remote Learning program.
- **Jillian Isabella, School Counselor:** Social-emotional and health and wellness concerns