

ST. PHILIP NERI SCHOOL
AT HOME LEARNING PLAN UPDATE
TRIMESTER 3: WEEK 4-11
(April 20, 2020 - June 12, 2020)

DRAFT

Introduction

At St. Philip Neri School, we are committed and proud to continue delivering a high-quality education and fulfill our mission of **“Educating the Whole Child: Body, Mind and Spirit”** under the exceptional circumstances of full campus closure due to the COVID-19 pandemic.

Our goal is to provide an alternative means of education in the form of the **SPN At Home Learning Plan. At Home Learning** (also known as distance or remote learning) describes the experience students will have when school remains in session but are unable to physically attend school because of campus closure. While **At Home Learning** isn’t the same as in-person instruction, but our teachers are working on continuing instruction that allows students to meet expected academic standards as well as supports their faith formation and social and emotional well-being in an online environment.

The success of our **At Home Learning** program is a partnership and depends on careful planning by our dedicated faculty, appropriate student motivation and engagement, and strong parent support for this alternative mode of instruction.

While this is a time of uncertainty and challenge, it is also a time that provides us with unlimited opportunities to connect with new ideas, with each other and new ways of doing things. We are dedicated to providing the best personalized education that we can in light of the challenges we are all facing. May we work together to continue educating and nurturing our children as best as we can.

The purpose of this document is to outline how St. Philip Neri School will continue to offer a Blended or Hybrid Learning model, which includes both an Asynchronous and Synchronous Learning Environment. The following **SPN At Home Learning** program is designed to address the following scenarios:

- **Asynchronous Learning** - recorded session/tutorials, tasks and work to be done online and/or offline to ensure the opportunity to learn for all students at different times of the day; provides flexibility at home
- **Synchronous Learning** - live Zoom class meetings daily; this supports learning and socio-emotional well-being of students through real-time engagements; teachers can

also provide instruction, clarify learning objectives, answer specific student questions on assignments, as well as check for understanding

SPN is committed to monitoring the ***AT Home Learning Plan*** and student experience. The tools used for monitoring and evaluating may include, but are not limited to:

- Data on student engagement from digital learning platforms (ie. Seesaw, Schoolspeak, and Google Classroom) will provide data on student engagement.
- Feedback from surveys from students, parents, and teachers to help us understand how the plan is impacting student, family and teacher experiences, and to provide data on what improvements we might make going forward.
- Review of Schoolspeak and Seesaw or Google Classroom postings as a form of data collection to support teachers and students in aligning learning to the At Home Learning Program.

This ***SPN At Home Learning Plan*** will describe the following:

- Implementation procedures to conduct school remotely until school resumes as normal when safe to do so
- Details the expectations required of both teachers, students and families for the successful continuation of student learning and family communication; and
- Grade level plans by departments (TK - 2; 3-5; and 6-8) that address developmentally appropriate and meaningful student learning experiences.

At Home Learning Platforms at SPN

The following Online Platforms support both ***At Home Learning*** and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

- SPN email and SchoolSpeak are the communication tools used to contact and communicate with families (TK-8).
- Seesaw and Zoom are the online distance learning platforms used in the Elementary grades (TK-3).
- Google Classroom and Zoom are the online distance learning platforms used in the Intermediate Grades and Middle School (Grades 4-8).

Roles and Responsibilities (School) Leadership Team:

- Develop and oversee plans for distance learning schoolwide
- Communicate with faculty/staff and parents.
- Support faculty/staff and parents during ***At Home Learning***.
- Ensure effective implementation of ***At Home Learning*** and accountability to student learning.

Roles and Responsibilities of Subject/Homeroom Teachers:

- Collaborate with colleagues to design and improve effective ***At Home Learning*** experiences for students in accordance with divisional plans.
- Develop high-quality student learning experiences.
- Communicate with and provide timely feedback to students.
- Communicate with parents, as necessary.

Roles and Responsibilities (Students):

- Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher/s.
- Check appropriate online platforms for information on courses, assignments, resources daily.
- Attend, as much as possible, the regular synchronous engagements offered by each of their teacher/s.
- Identify a comfortable and quiet space to study/learn.
- Engage in all learning posted with academic honesty.
- Submit all assignments in accordance with provided timeline and/or due dates.
- Ask questions and seek help when needed from teacher and attend drop-in office hours when necessary or available.
- Ensure own social and emotional balance by keeping healthy habits.

Roles and Responsibilities (Parents):

Parents support their child/ren in their learning by:

- Check and read information on courses, assignments and resources posted by the teacher weekly.
- Create an environment conducive to learning (access to technology, safe and quiet space during daytime).
- Engaging in conversations on posted materials, assignments.
- Establishing routines at home and monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening).
- Encouraging attendance, as much as possible, to the regular synchronous engagements offered by each of their child's teacher/s.
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
- Communicating feedback, questions and concerns with the teacher.

Norms for a Distance Learning Environment

Student Expectations in a Distance Learning Environment

Parent Supports in a Distance Learning Environment

When engaging with online resources and platforms ...

Students are expected to:

- Only access online educational websites and apps that are approved and provided by your teacher.
- Report something that is inappropriate by telling your teacher and/or parent about the situation.
- Be respectful when posting comments.
- Submit assignments/posts that reflect your personal best work.
- Only share your classroom content and account information with your parents.

Parents should:

- Be aware of the educational websites and apps that have been approved for use by your child.
- Bookmark websites and apps to make them easily accessible for your child.
- Support your child with logging in.
- As much as possible, allow your child to independently complete the work so that the teacher has an accurate representation of his/her understanding.
- Ensure that students are not accessing non-approved websites or apps.

When participating in a live class *Zoom* Meeting:

Engaging on **Zoom** is similar to participating in a classroom environment. Students are expected to:

- Sit at a desk/table with minimal distractions around you.
- Mute yourself when you join the meeting.
- Listen with your whole body, eyes on the speaker, ears listening, body calm.
- Share/respond when invited to by the teacher in a strong, presenter voice level.
- Leave the meeting when instructed by your teacher.
- Respect teacher and classmate privacy by not recording or screenshotting images or content.

When your child is engaging on **Zoom**:

- Help your child find a quiet space with minimal distractions.
- Allow your child to independently participate.
- Monitor your child's online interactions.

VIRTUS Protocol—Online Safety Rules for Young People

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Do (Advisable Behavior):

- Honor all rules (from your school, family, etc.) for Internet use.
- Use only non-identifying nicknames.
- On social networking sites, only “friend” people that you know in person.
- Know that anything you write or post on the Internet could be read by anyone with access to the Internet, even if such entries have been marked private. Predators often use such information to search out vulnerable young people, so it is extremely important that you use caution when interacting through social media.
- Use webcams only with people you know in person, and then do so respectfully and appropriately. It is important to know that software can be secreted onto a hard drive that gives a remote (and unauthorized) user access to your web browser and camera. If you have a webcam, consider the following safety measures: If you use a laptop computer, close it when it is not being used. If your camera is not integrated (USB-attached, for example), point it at a blank wall or something equally bland when not in use. Place an obstruction over the webcam lens to effectively prevent the chance of spying.
- Talk honestly and openly with a trusted adult if you have a negative experience online.
- If you know of a peer who is either engaging in or experiencing negative or dangerous online behavior, tell a trusted adult immediately.
- Remember that whatever you post to the Internet is there forever... Do not post anything that you wouldn't want everyone to see—including your parents, teachers, friends, representatives from colleges, and even potential employers. Should Not Do (risky behavior, at best):
 - Do not open a social networking or email account without the appropriate permission.
 - Do not use your full name when establishing user names.
 - Do not post information about your personal schedule (i.e. when you have practice, when you plan to go to the movies, when your family is going on vacation). Do not post the full names (or any identifying information) of your friends without permission.
 - Do not download anything without the permission of a responsible adult.

Never Do (Dangerous Behavior):

- Never engage in any harassing or bullying behaviors either in person or online.
- Never text, email, or post obscene or otherwise inappropriate pictures or graphic language.
- Never post any identifying information such as your home address, cell phone number, birthday, social security number, or schOOL
- Never post photographs of you or your friends that contain clearly identifiable details such as street signs, license plates on cars, home address numbers, or the name of your school (or even school mascots on clothing).
- Never alter a computer history files.

- Never physically meet anyone in person that you've communicated with only online. You could be in real danger if you actually meet “Internet friends” who are in fact strangers that you've only communicated with online.
- Do not download or plagiarize academic material.
- Never illegally download music, movies, or other media.
- Never knowingly upload viruses, trojans, spyware, etc., nor “hack” into unauthorized sites or information

General Guidelines for Distance Learning (Faculty)

When designing your online lessons and learning experiences, please consider the following:

Feedback:

- Timely feedback is essential to student learning; this is especially so in online learning environments when/where students are unable to ask questions as they normally would in a classroom setting.
- Clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines (email, Schoology, document, ...).
- Active monitoring of your email for questions and communications from students/families.

Offline work:

- Try to avoid requiring printing. All tasks must be completed on a device or uploaded as a picture.
- Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making a video.
- Provide paper packet option.

Work time:

- Strictly follow the grade level department guidelines for time and schedule.
- Keep the same learning objective but differentiate learning tasks - offer alternative opportunities for reading, research, online discussions/peer-feedback and producing written work
- Seek the support of colleagues and others who have specific interest and/or expertise in delivering online Distance Learning experiences.

Deadlines:

- Provide students ample time to complete assignments. More time than you would usually provide in class may be necessary for students. Students who need minor adjustments (STEP) should be offered or given more time if needed.
- Keep tasks simple and directions clear to make sure students understand what they

are required to do. (see Learning Grid sample which includes a due date and submission options for each assignment).

Format - Model:

- Read more about Blended Learning models and Flipped Classrooms to schedule how work will be managed daily and how your synchronous /asynchronous sessions will be used more effectively

Assessments:

- Formative assessments - informal checks for understanding that should be aligned with the learning objective; variety of forms can be used (HW questions, warm ups, exit tickets); should NOT be graded; credit/no credit based on completion; feedback should be given with a reflection/discussion on understanding misconceptions is most effective
- Summative assessments - only given after practice and formative assessments given; can be a variety of formats (multiple choice, open ended response, a product or performance task); must align with learning objective; can be retaken as long as student shows mastery; graded; smaller chunks/weekly is advised

Communication of Grades:

- Immediate feedback is advised giving students an opportunity to revise and resubmit poor or incomplete work
- Weekly grades should be given by SchoolSpeak and/or rubrics for both students and parents to see; no longer than two weeks

Projects Are Still an Option:

- Consider a project to be done in any subject
- Should be scaffolded (broken down into mini-assignments) with due dates to make the work manageable
- Presentations can be done via Zoom
- Rubrics should be given ahead of time along with details of assignment
- Genius Hour Project (recommendation)

St. Philip Neri School At Home Learning Plan (TK - 5) Elementary School Overview

Schooling is always a partnership. In an online distance learning environment, especially so at the elementary level, this partnership is even more vital. Over the course of this **At Home Learning** time period, our faculty will partner with parents to engage students in experiences that stretch their understanding and expand how they approach new learning. Teachers will continue to carry forward their instrumental role in guiding, supporting, and challenging students to take on new responsibilities and to become excited about new learning. More important, we also hope to provide families options and sources for flexibility that will give them choice and ownership as the At Home Learning experience progresses.

Teachers will communicate with parents through SchoolSpeak and will use Seesaw, along with other online subscriptions, to engage students in rich learning tasks. All Elementary School Teachers will also invite students to optional interactive synchronous lessons and activities using Zoom each week. These sessions will be recorded for any student and parent to view on their own time.

Role of Parents

As Elementary School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in At Home Learning tasks and to access online resources. The designed learning tasks and activities will provide direction and support to families with the understanding that task completion depends on each individual families' circumstances. We recognize that parents may have more than one child to guide, therefore we have framed the support for the learning experience within one day not exceed 1 hour of computer time; time that will both inform and help prepare the student to engage in the learning tasks that the teacher has designed on that given day.

We ask parents for the following support:

- Read the SchoolSpeak updates from your child's teachers carefully.
- Increase your familiarity with **Seesaw** as our primary instructional tool (TK - 3). Seesaw is our primary platform for home learning during the campus closure. The Seesaw Class app and the Seesaw Family app are two platform applications our students and their families will rely on and will learn to appreciate. Your child's homeroom teacher will provide detailed instructions regarding how students/parents can download the Seesaw Class app (or how to access Seesaw through a web browser, if using a PC) and retrieve the class QR code to scan and then download the Seesaw Class app.
- View the Monday message on SchoolSpeak and/or Seesaw with your child where their teacher will welcome you to a new week of learning and introduce the topics for the week.
- Read at home learning tasks and activities posted on SchoolSpeak and Seesaw with your child.

- Help your child log in to Zoom sessions for interactive lessons and activities with teachers and classmates.
- Designate a place in your home or where you are temporarily located so your child can work independently on his/her assigned tasks and complete independent reading each day.
- Email your child's classroom teacher if you or your child has questions and/or if your child needs extra help and support. Teachers will be present on-line to help and support within 24 hours if an email is sent.

Our students' At Home Learning experience begins on Tuesdays and ends on Mondays each week.

Elementary School Distance Learning Plan

Content and Timing

The first three weeks of ***At Home Learning*** focused on skill review and practice, along with developing new online learning routines. The following weeks of At Home Learning (beginning Week 4 to Week 11) will focus on developing new skills, knowledge, understandings, and concepts, as well as on review and practice.

- All learning tasks for April 21st will be posted via SchoolSpeak and Seesaw on Tuesday, April 21 and future Tuesdays by 8:00 a.m. with additional tasks added throughout the week as needed.
- Once learning tasks are posted in Seesaw, teachers will post on SchoolSpeak that new learning tasks/activities are available
- Weekly optional synchronous Zoom sessions will be communicated through email with the login code for the session.

Assessment & Progress Monitoring

Teachers will monitor student progress through the activities that students engage in on Seesaw and other digital platforms. Teachers will provide daily, specific and constructive feedback for each student. Teachers will adjust lessons as needed to meet the learning needs of their students. Formative assessments (checks for understanding) administered will be included in the daily time guidelines for each subject area. Summative assessments (quizzes/tests) will be given with advanced notice.

TK

The ***At Home Learning Plan*** in TK will include a list of home learning activities, engagements or invitations parents can facilitate for their children.

Learning Experience: At the beginning of each week, the teacher will post a video on Seesaw to welcome students and parents to the upcoming At Home Learning experience and will briefly explain the learning approach and focus for the week.

TK students and their families will participate in literacy, math and optional activities from Art, Music, PE and/or Library each day. Students will also be invited to participate in weekly optional interactive synchronous lessons and activities using Zoom. These sessions will also be recorded for viewing at another time.

Learning Timeframe: Students are encouraged to engage in **At Home Learning** for approximately one hour a day, with the understanding that activities that take place throughout the day are extensions of this hour (e.g., reading aloud, pretend play, investigations, writing, drawing). It is important to keep in mind that the quality of this experience is most closely associated with how deeply the child is connecting to the experience. This level of engagement need not take a lot of time; it does, however, take care and intent.

Learning Specifics: This purpose of this document is to provide an overview of the experience. More specific details will be shared by the teacher in the weekly SchoolSpeak post.

❖ **Approximate Time per Day & Subject Area**

- 20 minutes Literacy: Reading and/or Writing (with connections to Science, Religion or Social Studies where appropriate)
- 20 minutes Math Activities
- Limitless– Art, Music and PE

Recommendations:

- Looking at books and reading aloud to your child is something we would always suggest, and below are a list of limitless ideas that will serve as resources to help keep your child's mind engaged these next few weeks.
- **Apps and Software Suggestions**

- We encourage you to spend time as a family in learning that often feels like play. For example, play a game that requires math/strategy/critical thinking. Something as simple as a Tic-Tac-Toe game turned into a graph of wins/losses/draws is one such simple idea. Many more ideas will be shared and updated.

Kindergarten to Grade 2

The **At Home Learning Plan** in Kindergarten to Second Grade will include home learning engagements and/or activities that parents can assist their child in completing.

Learning Experience: At the beginning of each week, homeroom teachers will post a video on Seesaw to welcome and to explain the learning approach and focus for the week. Kindergarten to Second Grade students will participate in literacy (reading/writing), math, religion and optional activities from Art, Music, PE and/or Library each day. A variety of tasks will be included, and some learning tasks may include other online platforms (e.g. BrainPop, Superkids, Prodigy, etc.). If another online platform is required, teachers will share specific instructions for parents to access the platform. Students will also be invited to participate in weekly optional interactive synchronous lessons and activities using Zoom.

Learning Timeframe: The described learning is designed to take approximately one and a half hours/day. It is important to observe your child as he/she engages in the task and to use this observation to help guide your support. We also and always encourage you to explore familiar experiences and activities like that of reading for pleasure, journal writing, and play to extend and enhance your child's learning.

Learning Specifics: This purpose of this document is to provide an overview of the student learning experience. More specific details will be shared by the teacher weekly.

❖ **Approximate Time per Day Subject Area**

- 20-25 minutes Literacy: Reading and/or Writing
- 20-25 minutes Math
- 20-25 minutes Religion, Science or Social Studies
- Limitless – Art, Music and PE and Library Ideas

Looking at books and reading aloud to your child is something we always recommend and below is a list of ideas that will serve as resources to engage your child and encourage progress. We encourage you to spend as much family time as possible engaged in activities that bring meaning and joy together. For example, play a game that requires math/strategy/critical thinking. Something as simple as a Tic-Tac-Toe game being turned into a graph of wins/losses/draws is one such simple idea.

Grade 3 to Grade 5

The Distance Learning Plan for Third to Fifth Grade will include home learning engagements and/or activities that parents can assist their child in understanding for independent completion.

Learning Experience: At the beginning of each week, Homeroom Teachers will post a video on Schoolspeak to welcome their students and parents and to briefly explain the learning approach and focus for the week. Third to Fifth Grade students will participate in reading,

writing, math and optional activities from Art, Music, PE and/or Library each day. Students will have the opportunity to integrate content areas in meaningful ways. A variety of tasks will be included, and some may include other online platforms (e.g. Prodigy, iXL, Freckle, BrainPop, RazKids, O365, Khan Academy). If another platform is used as part of an activity, teachers will share specific instructions for parents to access the platform. Students will also be invited to participate in weekly optional interactive synchronous lessons and activities using Zoom.

Learning Timeframe: Students are encouraged to engage in Distance Learning in the designed and described ways for approximately two hours/day. The quality of this experience is most closely associated with how deeply the child is connecting to the experience. Over the course of this timeframe, students will engage with varying degrees of independence. The more challenging the task, the more support that might be required. Encourage your child to seek support while allowing your child to accept responsibility and take on challenges with increasing independence.

Learning Specifics: The purpose of this document is to provide an overview of the student learning experience. More specific details will be shared in the weekly Schoolspeak posts.

Approximate Time per Day Subject Area

- ❖ 25-30 minutes Reading (with connections to Science/Social Studies content as appropriate)
- ❖ 25-30 minutes Writing (with connections to Science/Social Studies content as appropriate)
- ❖ 25-30 minutes Math
- ❖ 25-30 minutes of one the following per day: Religion / Social Studies / Science
- ❖ 20 minutes: Elective Specials

Recommendations:

- Looking at books and reading aloud to your child is something we would always suggest, and below are a list of limitless ideas that will serve as resources to help keep your child's mind engaged these next few weeks.
- **Apps and Software Suggestions**

- We encourage you to spend time as a family in learning that often feels like play. For example, play a game that requires math/strategy/critical thinking. Something as simple as a Tic-Tac-Toe game turned into a graph of wins/losses/draws is one such simple idea. Many more ideas will be shared and updated.

MIDDLE SCHOOL OVERVIEW

Over the course of this campus closure, students will be invited to engage in learning experiences that will stretch their thinking and will encourage new ways of doing in each of their classes, even though they will not be physically present on campus. Students will learn through a blended learning model, which includes asynchronous learning as well as synchronous, realtime interactive sessions with their teachers and classmates. Each of these learning experiences may be followed up with appropriate homework or a formative/summative assessment to confirm that the students have engaged appropriately with the content and that their understanding of the content supports their progress towards the identified target standards.

The clear goal for these days is to be analogous to the students' experiences on typical days at school: to interact, to engage, to grow, and, ultimately, to learn.

Role of Parents

As Middle School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in **At Home Learning** tasks and, in some cases, to access on-line resources. The learning tasks and activities provide direction and support to families. We recognize that parents may have more than one child to guide, therefore we have framed the learning experience to require minimal parent involvement.

As a parent of Middle School students, we ask you for the following support:

- Monitor SchoolSpeak updates and be sure to check in with your child daily about the distance learning tasks, activities and assessments they are working on.
- Designate a place where your child will work independently on his/her assigned tasks.
- Ask your child to provide a brief summary of the learning he/she is engaging in for each class to ensure his/her understanding of the content and of the process they are being asked to engage in to demonstrate their learning.
- Monitor your child's deadline calendar and support them in submitting assignments according to the established deadlines.

- Remind your child to attend drop in office hours or email his/her teachers if your child or you have questions or if you need extra help and support. All Jr. High teachers will have open Zoom drop in office hours in the afternoons Mon - Friday to assist students. Emails should be sent and teachers will get back within 24 hours Mon-Friday. Weekend questions may have to wait to get a response the following Monday or if the teacher is available.

Middle School Distance Learning Plan

Content and Timing:

The ***At Home Learning Plan*** in Middle School will include engaging experiences for each scheduled class students have on their regular school schedule for that day. With several lessons to engage in each day, teachers will account for the increased demand that will be required of students as they are engaging in this type of independent distance learning. Students will have multiple activities within the timeframe of a regular class. Teachers will provide guidance specific to the amount of time activities/assignments might require. This will include time spent on accessing content, as well as completing work. Students will also have off-screen tasks that are designed to engage the middle school learner and attend to middle school needs. Follow up homework or flipped classroom work may be expected in addition to the dedicated learning time for each class. Flipped classroom work is work assigned that requires students to fully and actively engage in the content independently and then reflect, summarize, and/or demonstrate newfound understandings of the content within a more collaborative online setting.

Asynchronous Learning Interactions:

- Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through Google Classroom and SchoolSpeak.
- Students will have daily Learning Target(s) in each subject area for their scheduled day.
- Schoolspeak weekly updates will be posted by Tuesdays by 8:00 a.m for parents. When a learning experience includes a project or extended application of learning over multiple days, lesson updates will be posted for multiple upcoming sessions.
- Lessons will include:
 - A brief update referencing the daily learning target(s) for the lesson and directing students to the materials page to access resources/assignments, etc.;; due dates and submission details will also be added
 - This brief update will ensure:
 - students know what learning they need to accomplish for that day.
 - continuity of learning that is clearly connected to their learning in the prior class and will connect to the learning in the upcoming class.
- A written explanation and/or recorded video/screencast (5 min. max. per lesson) to introduce, explain tasks, or provide instruction for each lesson.
- Method of interaction and feedback will occur such as:

- Discussion forums
- Google Classroom and/or Schoolspeak to provide feedback on student work
- If students are required to engage in a project or extended application of learning, the project will be broken down into smaller actions/outcomes with check-ins for each lesson.
- Teachers will respond to student and parent e-mails/questions within 24 hours.

Synchronous Interactions:

- Students will engage in synchronous, or real-time, engagement with their teachers and classmates daily using Zoom. for at least 30 minutes with each teacher according to the following schedule (Mon-Fri):
 - ❖ 9am - Homeroom / Block 1 Teacher
 - ❖ 10am - Block 2 Teacher
 - ❖ 11am - Block 3 Teacher
- Teachers will engage in real-time with students in the following ways:
 - **Individual:** Students request help by making appointments with their teachers on an agreed time.
 - **Scheduled Office Hours:** Students can join office hours to ask questions or discuss learning with their teachers and classmates during specific times established by teacher - Monday - Friday (1-2pm) via drop in Zoom meetings.
 - **Mini Lessons:** Students may participate in real time mini-lessons on specific topics during specific times established by teachers.

Assessment and Progress Monitoring:

- Non-graded formative and practice tasks
 - Students will provide evidence of learning for each subject and lesson as a check for understanding.
 - Students will have the opportunity to provide feedback to each other.
 - Teachers will provide students with ongoing and regular feedback on their evidence of learning.
 - These will be graded as credit/no credit and will account for 50% of overall grade.
- Graded summative tasks:
 - Students will participate in graded summative tasks at the end of a learning Sequence (either daily or end of week)
 - Graded summative tasks that are performance-based will include a rubric and/or checklist shared with students as part of the task overview.
 - Teachers will provide feedback to students at regular checkpoints on tasks that extend over multiple lessons.
 - Students will have the opportunity to revise their tasks following a reflection and/or relearning task designed by the teachers when submitted work does not meet the Learning Objective

***PLEASE REFER TO EACH GRADE SYLLABUS FOR MORE DETAILED INFORMATION**