

Marist School

Parent and Student Handbook for Virtual Learning

1. Philosophy of Virtual Learning

Marist School recognizes an irreplaceable value in the relationship between a faculty member and students, much of which stems from the sustained, in-person contact that occurs on a daily basis in the school setting as teacher and student dynamically co-navigate the learning process. As such, virtual learning cannot fully replace or replicate that and requires different tools and a different mindset on the part of the instructor as well as the student. In addition to offering a practical guide to the requirements of shifting from in-person to virtual learning, this document is meant to help students think through how to take best advantage of the virtual learning ahead.



Often when a virtual learning plan is initiated, it is in response to a situation that requires it. Such situations usually carry with them some immediate need to cease normal school operations. The goal of virtual learning is to allow as little disruption to the student experience of the academic program as possible by creating a learning environment where the most essential, core material can continue to be taught and assessed with the tools available. This requires students to think differently about how they learn and the work required of them.

While this can feel understandably overwhelming at first, it is also an opportunity to practice new and varied study techniques as teachers will likely ask you to participate in and produce new ways to demonstrate learning.



2. Schedule, Logistics, and Communication

Moving to virtual learning produces some logistical challenges regarding how and when classes meet. Here is some information about how we will handle those things and some minimum expectations for students regarding the same. Much of the goal of these logistics is to establish a sense of normalcy, structure, and routine, even in relatively abnormal circumstances.

Communication—In addition to Google Classroom, which will continue to be a primary method of communication between teacher and student, we will also be utilizing Google Meet, which is similar to Google Hangout. Google Meet will be a common means for teachers and students to gather. Teachers will be sending links for students to use for each class. It might be useful to save those emails from teachers so you can access the links easily as needed. There is more information below regarding expectations of students during class sessions. Additionally, students should get in the habit of checking their Marist email accounts multiple times per day, as teachers and the school will be using it frequently to communicate. Soon, we will continue our practice of morning prayer, which will come through email each morning, as well as announcements. Key information will be shared via email.

Attendance—Student attendance will be taken for each class period in PowerSchool, and parents should continue to report student “absences” through the attendance office by emailing attendance@marist.com. For long our unusual absences, please contact Dean of Students, Mr. Trapani, trapanim@marist.com or your child’s personal and academic counselor. The most direct way for teachers to take attendance will likely be to have all students log on to Google Meet at the same time. Teachers will mark students tardy if they are not logged in, with their camera on, at the appropriate time during the class block, which teachers will communicate to students.

School Attire—Students are expected to wear their summer uniforms while attending virtual class. We realize it might feel different to conduct class remotely, and the uniform can continue to be an outward sign 1. Of our unity even when at a distance, and 2. That academic work is occurring despite the novelty of being online.

Schedule—We will publish and adhere to the following schedule. We have chosen a schedule that we hope meets the needs of both students and teachers to maximize the amount and quality of learning that can occur in a virtual learning environment. For students’ learning, we recognize that having structure and routine is important and will decrease the amount of confusion and increase the effectiveness of virtual instruction, especially initially.

The scheduled time for your classes does not necessarily indicate that you are actively online for the duration of that period. Instead, you might have a beginning of class check-in to take attendance and have an introduction to a lesson before students review a pre-prepared video or PowerPoint or have independent or group work to complete. Then, near the end of the period, you might have another check-in time to hear homework or answer any questions about the lesson or work you were completing during the period. Teachers having been working tirelessly through the break and especially these last four days to prepare meaningful lessons and work for you to complete. Students, you are lucky to have such a dedicated group of educators who are committed to you and your learning. We appreciate the significant and thoughtful effort they have put into taking up virtual learning.

That said, this will not be without some glitches, technological or otherwise. Let's all proceed with grace and mercy as our driving virtues. Not every lesson will be as time-tested or well-refined as what students experience in the typical Marist classroom, but we have the best faculty doing their best to make this work. It is expected that students work with, not against, their teachers to make this a positive and productive time.

Remote Learning Schedules

Wednesday, March 18: All Classes, 9 am start

9:00 - 9:40	Period 1
9:50 - 10:30	Period 2
10:40 - 11:20	Period 3
11:30 - 12:10	Period 4
12:10 - 12:40	Lunch
12:45 - 1:25	Period 5
1:35 - 2:15	Period 6
2:25 - 3:05	Period 7

Friday, March 20 – BLOCK B, 8:30 start

8:30 - 10:00	Period 5
10:10 - 11:40	Period 6
11:40 - 12:10	Lunch
12:15 - 1:45	Period 7

Thursday, March 19 – BLOCK A, 8:30 start

8:30 - 10:00	Period 1
10:10 - 11:40	Period 2
11:40 - 12:10	Lunch
12:15 - 1:45	Period 3
1:55 - 3:25	Period 4

Monday, March 23– All Classes, 9 am start

Tuesday, March 24 –	BLOCK A
Wednesday, March 25 –	BLOCK B
Thursday, March 26 –	BLOCK A
Friday, March 27 –	BLOCK B

Study Hall and SSS2—these classes will not have a required log-in time and attendance will not be taken. For SSS2, Mrs. Bukowski and Ayoob will be in touch about how they can support you.

Tutorial—You will notice the absence of tutorial on the schedule below. Teachers will let you know individually how they will address questions and concerns in a variety of ways.

The school will, of course, evaluate the effectiveness of this schedule as well as the vehicles of instruction teachers are using throughout this time and make adjustments as necessary should additional time away from campus be required.

3. Learning in a Virtual Environment and Behavioral Expectations

While it may look and feel a bit different, it is important to keep in mind that *school is still in session*. This is particularly important as we need to demonstrate and account for meaningful school day sessions to avoid having to return in June or July for any of the days we miss.

We realize that many of you use video conferencing apps such as Google Hangouts and Houseparty already for social purposes. Despite it being online and through a type of social media, the kind of communication you do virtually for school should look very different than your social interactions online. The purpose of being online in this case is not social, it's academic, and your behavior should reflect that.

To be clear, compliance with the Parent/Student handbook continues to be an expectation, especially around in-class behavior. Here are some additional behavioral expectations and reminders for our virtual learning environment.

1. Respect the privacy of the class, just as you would on campus. Students are not allowed to video or audio record classes, nor are they allowed to take a screenshot of the teacher or a classmate.
2. Be aware that you are on camera during class. Your teacher and classmates can see your facial expressions and behavior. Make sure those represent respect and attentive scholarship.
3. Do not overstep boundaries when it comes to the online class by taking control of it, broadcasting your screen without permission, or bumping your classmates out of the Google Meet.
4. Practice good social etiquette. Don't interrupt. Make "eye contact" with the person speaking on the screen. Practice active listening.
5. Know that our expectations regarding academic honesty are still in full force. Be aware of the additional challenges and temptations that conducting work remotely produces in this arena. When in doubt of using a resource or working with a partner, ask your teacher for guidance about how much online assistance you can use.
6. In some ways, through using a virtual learning environment, we are each being vulnerable because we are broadcasting from within our home. Recognize that your peers have parents and siblings and your many of your teachers have spouses and children; they have belongings; they might have a pet. Any insight you get into someone else's private life ought to produce empathy, an understanding of the individual and her or his unique situation and experience. It should never be used as a tool to mock, harass, bully, or disparage. Such comments or behavior are grounds for a disciplinary response.
7. Just as in class and on campus, there is no reason to have your cell phone out or nearby without the permission of your teacher.

How you learn in a virtual environment is different and requires different skills and behaviors on your part. Here are a few things that might be helpful to know at the start.

1. Organization looks different virtually. We would encourage you to make folders in your Outlook inbox for each class as a place to store and sort materials, work, etc. for each class as well as in OneNote or on your Google Drive.
2. Because we are on a different schedule than you are used to, it would be a good idea to post that in prominent places in your room and around your house. You might consider putting your class schedule on Outlook calendar or into a calendar on your phone so you are not late to class.
3. When you connect to a virtual class, consider your environment. Are you in place that has limited distractions? Is the space one that reflects your respect for your teacher and classmates? Do you have a clear work area established? For example, it would make sense to avoid places like a bed for class time. Similarly, no music or television should be heard through your computer during class.
4. Headphones or a headset are permitted and work well when on a Meet. Yes, you can use a headset for legitimate academic purposes, not just Fortnite.
5. When allowed by the teacher and appropriate, work with your peers, even someone you might have not partnered with in the past.
6. Minimize your amount of non-academic screen time. You will be spending more time online for academics than might be typical, which means you should avoid other screens when you are able.
7. Similarly, get outside for breaks. Jog around your house. Walk to a local park if it is safe.



8. Each week you will have one day of 40 minute classes with the remaining days being 90 minutes. In most cases, the online component will not run the full period of either 40 or 90 minutes. You will have a chance during class blocks to do things like complete work, collaborate with your peers, and ask your teacher questions. You may have an activity to complete as well. Be disciplined. Make good use of the unsupervised time during each class to get your work done. This is true too for the 40 minute classes.

9. Participate. It is more important than ever that students participate in a lesson as that is their primary way to demonstrate learning and to check their understanding.
10. Build in time for reflection, for quiet, for prayer in your daily routine.

4. What to do if you don't know what to do (AKA, where to get help)

We realize this is a big change for our students and want them to know that the school continues to be here to support them. Given the current state of things, students may be feeling overwhelmed, anxious, or confused. Depending on how things go from here, students may begin to feel socially isolated. Students might be having challenges with the technology.

Here are some ways that students and parents can continue to seek help.

1. Email helpdesk@marist.com for live, immediate assistance with technology. See the email from helpdesk to reference the process if needed.
2. Support continues to be available through the Counselling, Campus Ministry, and Academic Center offices. You can email any faculty in those areas. To schedule a time to speak with your counselor directly and individually, please use the following links. Please note, counselors may have appointment times outside of normal school hours. You can find those in the ScheduleOnce page for your counselor. These offices are working to use Google Meet as possible.

[Mrs. Figueroa](#)

[Mrs. Murphy](#)

[Mrs. Freeman](#)

[Mr. Von Hagen](#)

[Mrs. Laba](#)

[Mr. Walls](#)

[Mrs. Montague](#)

3. Schedule changes from one class to another will be considered and allowed only through Wednesday, March 25th. Changes into an ungraded class, like Study Hall, will be permitted through April 1st. Contact your personal academic counselor if you are in grades 7-10 to request a change or your college counselor if you are in grades 11 and 12. As a reminder, as usual no requests to change teachers in the same course will be allowed.
4. Students can continue to communicate to school staff their own needs and concerns or concerns about a peer via the anonymous communication tool, <https://txtaboutit.com/>.
5. Now might be a good time for students to review the school's *Cameron Collection*. The collection allows students and parents to privately access over 60 eBook titles, with topics ranging from depression, anxiety and

suicide to anorexia, bullying, stress, self-injury and much more from their own device remotely; the collection also provides resources on how to find professional help.

Visit marist.com/CameronsCollection to access the eBook collection.

No Google sign-in required.

The off-campus password is “wellness”.

6. And of course, remember that you have teachers that care very much for your well-being and want to help you learn, even in this virtual environment. Don't hesitate to contact a teacher in a class where you are struggling.

5. Coda

We know initiating a virtual learning plan takes us into some uncharted territory. I believe that it's been since 1918 that the school had to cease on-campus operations for this long. Thanks to Mrs. Amelia Luke, we know that the school was out for four weeks that year in October because of the Spanish flu. Marist has done this before, and we can do it now. I have all the confidence that we will continue to live our mission as we are able over these next few weeks. I appreciate and know that we will all do our best and that we will do it together under the name of Mary. I wish you and your family good health and well-being until we can be gathered again at the school. I look forward to that day and pray it is soon.

Kevin Mullally, Principal

March 17, 2020

