



Dear Middle Division Parents,

Like many of you, I chose to send my daughter to St. Richard's for the high academic standards, the high personal standards, and the outstanding faculty who develop relationships with students and push them to be their best selves. While our shift to remote learning was not our choice, we are working tirelessly to ensure the elements you love about St. Richard's will shine through during this period of remote learning, though in a different way.

You may recall that when we first communicated our remote learning plan, we focused on keeping with the school's mission and we committed to the following:

1. Advance the learning objectives of the class
2. Include varied, active, creative, and academic activities
3. Simulate an interactive class setting when possible
4. Be sustainable and support remote work for student, families, and faculty

Based on survey feedback, research, countless webinars, and even online courses, we have a few updates to the Middle Division's remote learning structure, which are found below. I understand firsthand how this temporary experience of physical distancing and working from home, while supporting a student, is new and challenging. We are all learning through this process, so on Wednesday, April 22 you will receive another survey to share feedback on what is working and where we can improve. Additionally, if there is anything that impacts a student's ability to complete work, please communicate with the teachers and with me. We will do everything we can to offer support and to find workable solutions. One proactive approach we are taking is to implement social emotional learning on Fridays for the remainder of the year. In this era of remote learning, your St. Richard's community is here to support you.

Thank you for your continued support, communication, and feedback!
John

PS- I am hopeful students have enjoyed the creative outlet provided with the Imaginative Dragons competition. Questions, please let me know.

Middle Division Remote Learning Norms:

Recognizing students and their families who support their efforts benefit from consistent, clear, and easy to understand remote learning processes, the MD faculty have developed the following norms across the division.

Class Schedule:

The Middle Division remote learning schedule (see below for grade level specifics) permits students to focus on a limited number of classes each day (Monday-Thursday) and increases the amount of live on screen time by our award winning faculty. Fridays will be “Dragon Life Friday” and will be time for social and emotional learning, advisory programming, club meetings as well as a student work day and teacher planning and collaboration day. In addition, Fridays will include a synchronous “lunch period” hosted by Mr. Brady for students to connect with each other.

Each day a class meets, the content teacher will post a video explaining the assignments and expectations which may include a welcome message, mini-lecture, or synchronous Zoom class. All video links will be communicated through the teachers Google Classroom.

Grade 5					
Monday	Tuesday	Wednesday	Thursday	Friday	
Math	History	Math	History	PE	
English	Science	English	Science	Advisory	
Music	French	Music	French	Clubs	
Technology	PE	Technology	PE	SEL	
	Divinity		Art		
Grade 6					
Monday	Tuesday	Wednesday	Thursday	Friday	
Math	History	Math	History	PE	
English	Science	English	Science	Advisory	
Music	Fren/Span	Music	Fren/Span	Clubs	
Art	PE	Art	PE	SEL	
			Latin		

Grade 7				
Monday	Tuesday	Wednesday	Thursday	Friday
Math	History	Math	History	PE
English	Science	English	Science	Advisory
Music	Fren/Span	Music	Fren/Span	Clubs
Divinity	PE	Divinity	PE	SEL
			Latin	
Grade 8				
Monday	Tuesday	Wednesday	Thursday	Friday
Math	History	Math	History	PE
English	Science	English	Science	Advisory
Music	Fren/Span	Music	Fren/Span	Clubs
Technology	PE	Technology	PE	SEL
			Latin	

Coursework:

Middle Division courses have been developed to find a balance between synchronous (in real time) and asynchronous (independent of time and place) learning.

All coursework will be listed in Google Classroom for each class and those assignments that need to be turned in will be listed with a due date. All assignments that are to be completed and submitted will also be on the Google homework calendar for each grade. If parents have any questions about what is due when or if they need an overview of all work for the week, the Google homework calendar will serve this role. In addition, all synchronous meetings will be listed here for scheduling purposes. Individual Zoom links will be shared in each Google Classroom.

- [Grade 5](#)
- [Grade 6](#)
- [Grade 7](#)
- [Grade 8](#)

Student assignments will be posted by 8:00 a.m. on the day the course meets. Most daily student assignments will be due by 8:00pm the following day.

Students will upload their work to the appropriate Google Classroom. Exceptions to this include assignments that are completed offline or are submitted through external software (like FlipGrid or Kahoot or with specific faculty instruction like the grade 7 research and grade 8 term paper). Students should not submit work via email. If students have trouble submitting work, they should reach out to their teacher or [Mr. Love](#).

Students who need support or have specific questions can connect and get help from teachers through office hours. Each teacher will host a one hour drop in office hour on Zoom (time and link is found in their Google Classroom) each day of the class meeting to answer questions. In addition, teachers are accessible via email and will respond within 24 hours and will set up individual or small group sessions as needed.

Late or missing work will be communicated to parents and students on Fridays. Faculty will work with parents to support student learning and will offer minimal penalty for late work, especially if the reason has been communicated to the teacher prior to the due date. Parents can check their students progress by accessing mySRES and looking at the Daily Assignments to see what students are missing and their current grade.

Assessment and Grades:

The focus of assessment is to give feedback and track how students are progressing with our learning objectives.

Teachers will give feedback as soon as possible after submission of student work. Students will often receive a private comment in Google Classroom for feedback, and grades will be posted to mySRES at a minimum of every two weeks. SRES faculty will utilize formative (assessment as you learn) and summative (evidence that you have learned) assessments with remote learning, just as they did in the classroom. These will look different in remote learning, and it is important you allow your student to demonstrate their learning authentically (without excessive assistance or access to unapproved study materials).

SRES will continue to operate with our current grade system. We want students to remain engaged in their learning and know where they are. There may be individual circumstances that require modifications to this, and our faculty will work with students and families. Please let us know if you believe your situation needs additional consideration.



Student Expectations for Remote Learning:

1. Hold yourself to high standards:
 - a. Remote Learning is still school and requires your participation and engagement (especially with synchronous learning opportunities where respect for others is expected).
 - b. Your online presence is not anonymous or short lived. The way you behave and treat others in this remote learning environment is traceable and has the ability to stick with you- be sure you make positive choices that align with Dragon Manners and the etiquette you have learned at SRES as you engage online.
 - c. The expectations found in the St. Richard's [Acceptable Use Policy](#) and Affirmation of Honor are still expected.

SRES Affirmation of Honor

As a member of St. Richard's Episcopal School, I celebrate: My love for God;
The acceptance of personal responsibility;
The values of knowledge, honesty, integrity, and service;
and Openness to the diverse world in which I live.

2. Set yourself up for success:
 - a. Dress well (uniform is not required, but you are still presenting yourself publicly).
 - b. Set up a work space (not your bed) free from distractions and do not engage in frivolous chat or social media while doing school work (honestly, it makes everything take longer!).
 - c. Each morning, take 5-10 minutes to check each Google class for the day, write down assignments in your assignment notebook, and create a plan for what you need to do and when you will do it that day keeping in mind you also need time for physical activity, family, friends, sleep and some down time.
 - d. Check your email multiple times per day and respond in a timely manner to teachers. This may be a new habit for you, but one that will be important over the next few weeks.
 - e. Be a self advocate: ask questions, ask for help, ask for clarification. Do not wait until the due date passes and your parent gets an email or sees a zero. Your teachers are here for you- ask for help.
 - f. Complete all your assignments to the best of your ability, in a timely manner and submit them in the correct format.



Parent Expectations for Remote Learning:

1. Know that all parents are facing challenges with the new expectations of remote learning and physical distancing. Give yourself grace and we will too!
2. Support your student to set up a workspace with needed supplies that is free from distraction and limit chat and social media during work time.
3. Sit down with your student at the beginning of each day and help them create a plan for the day based on the courses meeting each day in their assignment notebook which includes assignments, synchronous classes and due dates. Included in their schedule should be family time, social time, physical activity, fun time, and sleep. Setting clear expectations with your student will help them maintain a schedule and stay current with coursework.
4. Check in on your student throughout the day to ensure they are clear about what they are working on and encourage them to advocate for themselves. Close each day by reviewing their plan and ensuring assignments were completed and submitted.
5. Work with your students to encourage good communication with their teachers by checking email and reviewing returned assignments in Google Classroom until you feel confident they can do it on their own. Consistently checking and responding to emails and comments in returned assignments is a new skill for many middle school students.
6. Empower your students to be independent learners. Productive struggle is a key component of learning how to solve problems and to develop perseverance (grit). Be positive about how your student is working and encourage them to explore multiple strategies of problem solving when they are stuck. Allow your student to struggle a bit and resist the urge to tell them your strategy. If they are still struggling, please have them self advocate and reach out to their teacher.
7. Set your expectations, identify appropriate times and ways that work for your family, for your student(s) to connect socially with their classmates and friends. The Middle Division years are key times of social development and even virtual connections are important for this ongoing development.
8. Talk with your student about what they are feeling. Anxious, lonely, weird, sad, angry. These are all natural and students (and adults) need to process these thoughts and feelings in a safe environment. Here is a [link](#) with talking points for parents and here is a [link](#) for talking with adolescents about Covid.
9. If at any time your family situation changes and you need additional support or your child needs extra time to complete assignments, please let us know. The faculty and staff are here for you!