



ANTHEM ARCHWAY ACADEMY

DISTANCE LEARNING PARENT HANDBOOK

SY 2020/2021

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OVERVIEW OF DISTANCE LEARNING, ATTENDANCE, SCHEDULES

We at Anthem Preparatory Academy/Archway Anthem strive to offer our students the best we can give them regardless of limitations. This is especially true in this time when many students and families find it necessary to continue learning with us from a distance. We are committed to offering every student a rigorous, enriching, classical, liberal arts education worthy of our students' time. We have put together a Distance Learning Handbook that contains expectations, guidelines, links, and structure of our All School DL program in one convenient location. In partnership with and permission from Anthem Prep, some information and expectations will be the same or similar to their Distance Learning Handbook to establish K-12 Distance Learning continuity.

In addition, prior to the first day of school on August 12, teachers will be uploading their own parent letter to Google Classroom with class specific information that will be applicable to both DL and Brick and Mortar education.

ATTENDANCE

In order to adhere to ADE's School Guidance for attendance, students are expected to participate in Distance Learning for the following approximate times during distance learning: K= 2.5 hours/1st-3rd grade = 5 hours/4th-5th grade = 6 hours. This time includes asynchronous and synchronous sessions, assignments, breaks, lunches, tutoring by invite, and time to ask questions during office hours. Students should be able to complete subject specific assignments during the scheduled school day.

Plan to visit the Google Classroom by 8:00am daily. Teachers will track attendance each morning by 9:00am. If your student is sick or has other reasons for missing school, please call our attendance line at 623-465-4776.

DISTANCE LEARNING SCHEDULE

K-5 Distance Learning Schedules are formatted for easy viewing. All schedules begin at 8:00am and follow our regular schedule as much as possible so that students will transition more easily to our regular schedules when we combine Brick and Mortar (on campus) and Distance Learning education. Synchronous (Live) and asynchronous opportunities will be available to every grade level. Some synchronous sessions may not be listed in the grade level calendars. Teachers will communicate synchronous sessions they plan to add through Google Classroom or via email.

Press the applicable grade level link to access your student's K-5 All School Distance Learning schedules below:

[Kindergarten schedule](#)

[1st Grade Schedule](#)

[2nd Grade Schedule](#)

[3rd Grade Schedule](#)

[4th Grade Schedule](#)

ONLINE BEHAVIOR AND ACCOUNTABILITY

A Family Handbook and Consent forms will be sent to families the week of August 10. Consent forms will be able to be signed digitally.

For the duration of any video/audio conference, participants are expected to act in a school-appropriate manner. Regular Academy rules, policies, Honor Code, and consequences will apply. In the event of inappropriate behavior, a student may be removed from any session.

As a student and citizen of the Academy, I agree to the following:

- *I will not lie, cheat, or steal in any of my academic endeavors.*
- *I will forthrightly oppose each and every instance of academic dishonesty.*
- *I will not request, receive, or give aid in examinations/tests/quizzes.*
- *I will not give or receive illicit aid in class work, homework, in the preparation of reports, or in any other work that is to be used by the teacher as the basis of grading. I will understand the difference between studying and reviewing with others (which often is acceptable) and producing written documents that are submitted under my name for credit (which can only be done alone).*
- *I will not copy from others in completing homework. When I put my name on a homework assignment, I attest that all the work on the assignment is my own in origin and content.*
- *In the case of all essays and research papers, when applicable, I will carefully cite all external sources. I will not represent someone else's work as my own. I will do my very best to learn from my teachers the clear distinctions between appropriate research and plagiarism, intentional or unintentional.*
- *I will never use any "study aids" such as Cliff's Notes, Sparks Notes, or other materials, nor will I watch a movie/video version of a work of literature before or during study of it in school. I will do the reading for myself and strive to understand it for myself.*
- *I will give prompt (and confidential) notification to the appropriate faculty member or the Dean and Headmaster if I observe academic dishonesty in any course. I will let my conscience be my guide if I should make such a report.*

ACADEMY HONOR CODE

Knowledge, skill, and character are fundamentally the possessions of individuals, and only the individual, through his/her actions, may obtain and preserve these goods. The Archway Anthem Academy Honor Code exists to guide individual students towards those actions which promote honesty and learning and away from those actions which sacrifice honesty and learning to other ends. The Honor Code codifies those values which must be upheld for the health of our academic community, and universal subscription to it builds trust amongst students, faculty, and families. The Academy Honor Code is given below.

ARCHWAY ANTHEM SCHOLAR'S CODE

ACA Scholars Are:

Successful students

Caring citizens

Humble souls

Observant thinkers

Life-long learners

Active participants

Respectful individuals

Supportive team members

Archway Anthem Expectations:

- All Scholars will treat teachers, students, and property with respect.
- All Scholars will make safe and virtuous choices, remembering that all choices have consequences.
- All Scholars will take responsibility for their actions and choices, solving problems and correcting mistakes when necessary; teachers will provide guidance when needed.
- All Scholars will work diligently each day in order to acquire the academic and character skills needed to embody the core virtues in the pursuit of truth, goodness, and beauty.

ONLINE HONESTY AND BEHAVIOR

The extraordinary circumstances of the COVID-19 pandemic might occasion the necessity of extended periods of online instruction. The internet is full of readily accessible information, both reliable and suspect, and opportunities to share information in ways that either deepen or impair learning. While the tenets of the Honor Code remain an adequate guide to student behavior, the academy recognizes the need for additional guidance on these issues as modeled by the additional commitments below.

As a student and citizen of the Academy participating in online learning, I agree to the following:

- *I will treat my online assessments with exactly the same amount of confidentiality required by in-person assessments unless told otherwise by my teachers. I will resist the temptation to treat online assessments like games, puzzles, or social media quizzes and will redouble my vigilance to maintain the integrity of my own work and that of my peers.*
- *I will treat virtual spaces for collaboration (voice, video, message, and chat platforms and social media of all other types) in exactly the same way as I would treat physical spaces for collaboration (classrooms, hallways, lunchrooms, practice fields, houses, etc.). These virtual spaces may provide opportunities to study with and help classmates which I will use with integrity, in ways consistent with the honor code.*
- *When I seek to enrich my education with online information, I will make use of online sources only at those times and for those purposes that harmonize with the honor code and are permitted by my teachers.*

I recognize that even while learning at home there may be some time periods in which my teachers ask me to restrict access to online materials and I pledge to abide by their guidance in this.

• I will enrich my virtual learning experiences only with resources that do not short circuit the processes of thinking and understanding encouraged by my teachers. Even when not explicitly instructed, I will avoid online summaries and commentaries on material which my teachers wish for me to grapple with on my own or with my peers.

• If I am ever in any doubt about the correctness of any online activity, I will approach a teacher, dean, headmaster, or other faculty member for counsel.

**Portions of this honor code are derived from the current Duke University and Stanford University honor codes.*

DISCIPLINE POLICY FOR ONLINE DISHONESTY

Since academic dishonesty is viewed as a serious offense, a student that provides answers to another student, takes answers from another student, or does the work of another student and uploads that work to fulfill an assignment, will receive a zero for the assignment.

The Academy's guiding policy is to be fair, firm, and consistent in the application of discipline for inappropriate behavior. However, the following guidelines for discipline are not intended to be exhaustive. The school reserves the right to exercise reasonable judgment as an individual circumstance might dictate. (For a more detailed Discipline Policy, see the Archway Academy Family Handbook, p. 38.)

STUDENT COMPORTMENT

It is important to comport yourself appropriately during all synchronous class sessions and during all tutoring sessions. You should prepare your environment and gather your supplies before each synchronous session.

In order to prepare your environment, you should attend to the following matters:

1. Make sure you have a neutral background behind you that will not distract anyone attending the synchronous session. A plain wall provides such a background.
2. Sit in a chair at a table or a desk.
3. Sit in a place that is free from distractions and noise.
4. Remove any potential distractions from your environment.
5. Dress appropriately for each synchronous session. See DL Uniform Policy below:

DISTANCE LEARNING UNIFORM POLICY

If students are able to see one another during live sessions, students should wear their uniforms. As stated in the Family Handbook, ACA has a primary objective of developing a "community of learners," dedicated to the highest standards of academics and deportment. As such, a distinctive uniform is a unifying factor within our school community. It is also a visible signature of our school to the larger community, an indicator of our unity and of our pride of purpose. This is one of the most important functions of a uniform: it identifies its wearer as part of a distinctive group with a distinctive purpose. It is a reminder to its wearer of that purpose and of one's responsibility to that group".

Students may wear clothing of their choosing when they are not visible to other online students during a live session.

Gather the following supplies before you attend a synchronous session:

1. The books, workbooks, textbooks, and other materials you need for the session
2. A notebook or binder with blank and lined paper
3. Two pencils or items designated by the teacher

If you need to take a short break during a synchronous session, you may select the “away” symbol on the participant’s menu bar in your Zoom™ session. Refer to the “Zoom™ Basics and Guidelines” section in this handbook if you need more specific instructions.

Please comport yourself appropriately during all synchronous sessions. If you have a specific question about appropriate behavior during a session, you should email your teacher to get further clarity. In general, show respect to your fellow classmates and your teachers and avoid all behavior that could be distracting.

SYNCHRONOUS AND ASYNCHRONOUS LEARNING

Our students will have the opportunity to learn through both synchronous and asynchronous class sessions throughout the week. Teachers will determine if use of asynchronous or synchronous sessions are age appropriate and if one approach is better than another in helping students to access the curriculum. Office hours and/or appointments will be available to all parents and students who have questions about assignments or lessons. Asynchronous and synchronous modes of delivering a lesson, will allow them to experience the structure and predictability of a normal school day while also limiting the amount of time they spend in front of a screen.

During the synchronous sessions, students are expected to log in at the appropriate times indicated on the schedule and on Google Classroom to participate in these sessions via Zoom™ (please refer to your student’s schedule and Google Classroom for synchronous classes). Students are expected to practice concepts and participate in any activity the teacher may require (please refer to the section over student expectations while on Zoom™). Teachers will direct students to Google Classroom® for any additional notes, materials or assignments related to synchronous lessons. **Synchronous sessions will not be taped and uploaded to Google Classroom if students are not able to attend.**

Asynchronous sessions are meant to help limit a student’s screen time. On the days in which sessions are asynchronous, the students are encouraged to log in to these sessions during their scheduled class times as well. However, Asynchronous material and videos can be done at any time during the day but must be completed by the due date assigned by the teacher. During asynchronous sessions, lessons will NOT be live; however, the teacher may require the students to watch a video lesson. Asynchronous learning activities may also include practicing previously taught concepts, completing or reading an assignment, reading a section from a literature book, or taking and submitting an assessment, etc. Teachers may also require an assignment to be uploaded to Google Classroom® during this scheduled session. Asynchronous material may include recorded lessons, classwork, homework, readings, etc.

Students will be given assessments on a regular basis every week. Assessments may be required during both synchronous and asynchronous class periods. Teachers will inform the students when the assessment is required to be uploaded onto Google Classroom®.

GOOGLE CLASSROOM BASICS

Google Classroom® is the online platform for students to access asynchronous learning materials, turn in online assignments, and complete assessments. Students can access the online platform by using a web browser and going to <https://classroom.google.com>. Students will receive login information via email so that they can access their classrooms. Below you will find helpful information on using Google Classroom® to upload assignments and find comments from teachers.

HOW TO SUBMIT ASSIGNMENTS

One of the important responsibilities that students have while Distance Learning is to turn in assignments. They need to be uploaded in a clear fashion and oriented in a way that makes them easy to read.

Students can upload a pdf using pdf scanning apps or upload photos. Make sure that files are uploaded and do not mark work turned in without a file attached. Review this video:

<https://cloud.swivl.com/v/ad520f16b48d23abb318aebdcf574a45> for instructions on how to turn in your work. If you are having any problems uploading work, please review guidance links before sending an email to your teacher and Sarah Hoagland.

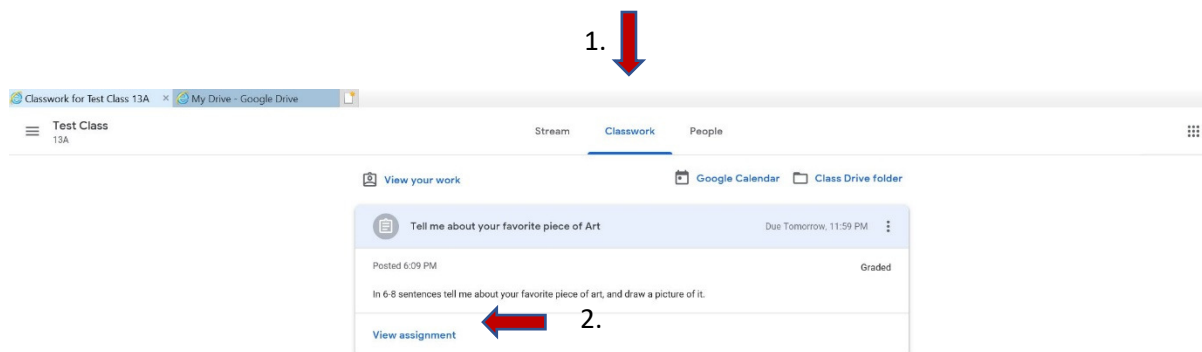
Some assignments or quizzes may be completed online from within the Google Classroom® environment.

For **Short Video on How to Scan and Upload:**

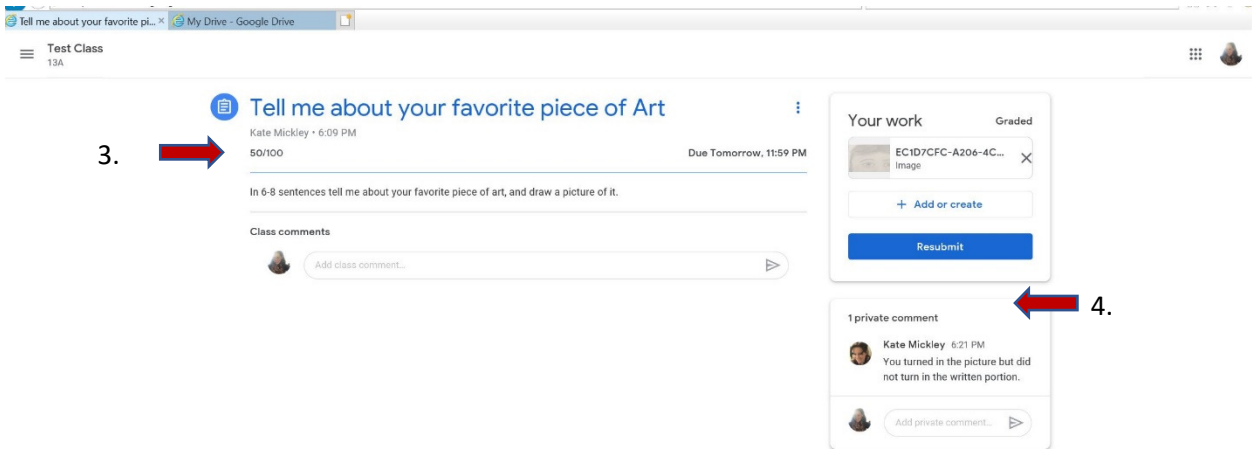
https://drive.google.com/file/d/1E8xglYW5I4IAS5_GIHn8aN_Sh8fOkPzI/view

Note: Genius app and Adobe scan are capable of scanning and uploading multiple documents at one time. these you will simply follow the links provided in your online classroom feed.

HOW TO FIND COMMENTS FROM TEACHERS



1. Select the Classwork tab
2. Select View Assignment



3. Shows the total point value and the points you earned
4. Shows the feedback from your teacher

GRADING AND FEEDBACK

You may be assigned homework and assessments for each class. These assignments will be graded and will have a due date. Certain assignments, especially those pertaining to Math and ELA will be due daily. It is important that students turn in requested work on time so that teachers can help students progress to the next stage of the student’s academic development. If you do not submit the assignments when they are due, they will be considered late, and you may not receive full credit for your work.

If you are having difficulty submitting your assignments in Google Classroom®, refer to the “Submitting Assignments” section of this handbook. If you continue to have difficulties, you may also email your teacher and Sarah Hoagland to ask for assistance. If you or your student is experiencing other extenuating circumstances that prevents your student from turning in work by the assigned deadline, please reach out to your student’s teacher.

Google Classroom® will record marks, such as 8/10, for some of your homework assignments and assessments. When you log into your Google Classroom®, you may be able to see these marks. These recorded marks comprise only a portion of your overall grade in each class. Your teachers will use the information along with other factors (e.g. participation) to determine your overall grade in each class. If you have questions about your progress in a class, you may email your teacher to discuss your questions and concerns.

Your teachers will give you feedback on the assignments you submit via Google Classroom® or email. If you have difficulty locating the feedback you receive via Google Classroom®, refer to the “How to Find Comments from Teachers” section of this handbook. You may also email your teacher directly to discuss your questions and concerns.

ZOOM™ BASICS AND GUIDELINES

USING ZOOM™ FOR SYNCHRONOUS LEARNING

Students will be using the communication platform **Zoom™** for synchronous classroom learning. This program allows students and teachers to interact via live video communication. Security protocols have been put in place to make sure that Zoom™ classrooms are closed systems under the control of the teacher. Only students and faculty will be admitted to the virtual room, and the teacher will have the ability to monitor and remove any inappropriate behavior.

ACCESSING ZOOM™

Zoom™ is available in an entirely online format that can be used through your web browser (<https://zoom.us>). Or if you prefer, there is a downloadable application available for the desktop (<https://zoom.us/download>). Links to Zoom™ classroom meetings will be posted in Google Classroom® that the students will be able to follow directly. If students have the application installed on their computer, the supplied link will open the program and log students into the virtual room.

For security reasons, teachers have enabled passwords on the classrooms. Depending on the platform being used, the following secure link that is posted in Google Classroom® should allow students access the virtual room directly, but should the password be requested, it should be found in the same information where the secure link is found.

Teachers have also enabled the “waiting room” function on the classroom Zoom™ accounts. This feature enables the teacher to restrict who enters the class by manually checking the participant list and granting entry. For this reason, it is imperative that students use their **legal full name** when prompted to do so. Teachers will only permit entry to names of students and faculty that they know have reason to be in the class.

For Great Hearts guidance on Student Device, Google Classroom, and Zoom Resources go to:

<https://www.greatheartsamerica.org/safereturn/az/resources/>

PARTICIPATION IN VIRTUAL CLASSROOMS

Teachers will be able to take attendance as they admit students from the waiting room and based upon the participant list that they can view. This is another reason that students must use their real name in Zoom™.

Participation in the Google Classroom synchronously and asynchronously is just as important as during in-person classes. Teachers will be looking for meaningful questions, thoughtful discussion comments, and consistent engagement.

Students might expect that teachers will be asking students at random to answer questions or engage in discussion points, when age appropriate, therefore students will need to remain engaged and present at their computer during the duration of the synchronous learning session. Teachers will guide students in their use of audio and video feed.

USING ICONS TO COMMUNICATE IN ZOOM™ MEETINGS

If you have need to communicate with the teacher in Zoom™ without disrupting the class, you can do so with the icons on the bottom of the “Participants” list. For instance, should you need to take a short break to use the restroom or would like to be called on next, you can click on the corresponding button.

The buttons on the bottom of the “Participants” list can be accessed by clicking on “Participants”:



You will then see several possible reactions that you can use to communicate with your teacher:



(The “I need a break” icons are in the “more” menu.)

Simply click on an icon and it will appear by your name in the “Participants” list:



Peter Wilson (me)



Click it again and it turns off!

HOW TO CONTACT YOUR TEACHER

You should contact your teacher via email. You can find their email address on the Anthem Prep | Archway Anthem website and on your classroom parent letter. If you send your teacher an email, you should begin with a formal salutation which addresses your teacher by his proper name (e.g. Dear Ms. Ingalls). In the body of the email, attempt to briefly express your specific questions or concerns. End your email with a polite closing (e.g. Sincerely). Be sure to include your name after the closing. If you send your email during your teacher’s office hours, you should receive a response by the end of the business day/within 24 hours. Your teacher has listed office hours in their schedules or have invited you to send an email for an appointment. If you send the email any other time, you should receive a response within one business day (If you send it on Friday, you may not receive an answer until Monday). Both written and verbal communication with your teachers should be polite, formal, and respectful.

CONSUMABLES AND SUPPLIES

Consumables and supplies lists are located on the Anthem Prep website at <https://anthemprep.greatheartsamerica.org/academics/booksupply-lists/>.

NOTICE AND AGREEMENT TO TERMS RELATED TO DISTANCE LEARNING

At certain points during the year, Great Hearts students may have to participate in distance learning. In addition, throughout the academic year, Great Hearts students may choose to participate in the Distance Learning option. Read, sign, and upload this form into the appropriate designated space in your teacher's Google Classroom®.

Consent to Use of Google and Visual/Audio Conferencing Services

Under all scenarios involving distance learning, the use of different technology services and platforms is required. **Please review the required Notices and the Code of Ethics related to Distance Learning prior to committing to this option to make certain you and your student are comfortable with the terms and conditions associated with services such as Zoom and Google.** As part of the Handbook review and acceptance you will also be asked to consent to use of the services required for Distance Learning.

No Hard Copy Packets

There will be no hard copy packets provided for students enrolled in distance learning other than for students who require an alternative format as a reasonable accommodation. If your student is enrolled in distance learning and requires a reasonable accommodation for this method of instruction, please contact the Special Education Coordinator for the Academy or Headmaster.

GreatHearts Policies Apply to Distance Learning

All Academy Policies including specifically Code of Conduct and Disciplinary Consequences, shall apply to distance learning. Please also review the Academy Online Honor Code for Distance Learning.

Specific Times to Move to Onsite Learning

During times when traditional classroom instruction is occurring, GreatHearts is offering a distance learning option for the 2020-21 academic year. A student enrolled in the onsite classroom option may transition to distance learning at any time during the second quarter. However, and very importantly, a *student enrolled in the optional distance learning program starting third quarter cannot change to onsite classroom instruction through the remainder of the academic year.*

I /we have reviewed the terms and conditions of instruction related to Distance Learning. By signing below, I/we acknowledge that I/we understand the terms and conditions related to distance learning and agree to abide by those terms and conditions.

Signature of Parent/Guardian

Date

Student Signature

Date