

ANTHEM PREPARATORY ACADEMY

DISTANCE LEARNING

SY 2020/2021

REV. 01/04/2021

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*Please sign and scan this page. One of your teachers will request for this to be submitted in the first week.

OVERVIEW OF DISTANCE LEARNING AND SCHEDULE

We at Anthem Preparatory Academy 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. In considering how to best tackle this challenge, we have created this Distance Learning Handbook to articulate expectations, set guidelines, and lay out the structure of the program in a convenient place. What we have created is a quality Distance Learning model which we are proud to offer to you all.

In Distance Education, students will follow the regular bell schedule. This will give them consistency in their own scheduling and allow them to transition more easily into in-person schooling when they return. Learning will happen in two, distinct modes: synchronous and asynchronous. Synchronous learning will be held over Zoom (see "Zoom Basics and Guidelines" in this document for more information). For these sessions, students should join the meeting by the period's start time (e.g., 1st period at 8:00am). Asynchronous material can be done at any time during the day but must be completed the same day. Asynchronous material may include recorded lessons, exercises, readings, discussion board posts, etc. You will have either asynchronous or synchronous every day for every class.

A student should expect to be engaged for the entire period during each scheduled block (see "Bell Schedule" at the end of this document for period times), however teachers may choose to shorten the face-to-face time in favor of other activities. Below are two schedules, one for synchronous lessons and the other for asynchronous material. On the following pages are example schedules for a Middle School student and a High School student. If a class is not on the asynchronous schedule for the day, then it is synchronous. There are no off-days.

Middle School
Asynchronous Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Science Lit/Comp Art IFA		Science Lit/Comp Music IFA	Art	Science Lit/Comp Music/Art IFA

Example Middle School Schedule for Mr. Frodo Baggins in 6F*:

6A	Monday	Tuesday	Wednesday	Thursday	Friday
1	U.S. History Synchronous	U.S. History Synchronous	U.S. History Synchronous	U.S. History Synchronous	U.S. History Synchronous
2	Lit/Comp Asynchronous	Lit/Comp Synchronous	Lit/Comp Asynchronous	Lit/Comp Synchronous	Lit/Comp Asynchronous
3	Into to Algebra Synchronous	Into to Algebra Synchronous	Into to Algebra Synchronous	Into to Algebra Synchronous	Into to Algebra Synchronous
4	IFA Asynchronous	IFA Synchronous	IFA Asynchronous	IFA Synchronous	IFA Asynchronous
5	Latin I Synchronous	Latin I Synchronous	Latin I Synchronous	Latin I Synchronous	Latin I Synchronous
6	Intro to Science Asynchronous	Intro to Science Synchronous	Intro to Science Asynchronous	Intro to Science Synchronous	Intro to Science Asynchronous

*Example only: this is not an actual schedule

High School
Asynchronous Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Science Art/Drama	Rhetoric	Science Logic Music/Poetry	Art/Drama	Science HL Logic Rhetoric Music/Poetry Art/Drama

Example High School Schedule for Mr. Bilbo Baggins in 11A*:

11A	Monday	Tuesday	Wednesday	Thursday	Friday
1	HL Synchronous	HL Synchronous	HL Synchronous	HL Synchronous	HL Asynchronous
2					
3	Calculus I Synchronous	Calculus I Synchronous	Calculus I Synchronous	Calculus I Asynchronous	Calculus I Synchronous
4	Drama I Asynchronous	Drama I Synchronous	Drama I Synchronous	Drama I Asynchronous	Drama I Asynchronous
5	Greek I Synchronous	Greek I Synchronous	Greek I Synchronous	Greek I Synchronous	Greek I Synchronous
6	Physics I Asynchronous	Physics I Synchronous	Physics I Asynchronous	Physics I Synchronous	Physics I Asynchronous

*Example only: this is not the actual schedule for 11A

ONLINE BEHAVIOR AND ACCOUNTABILITY

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.

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 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.

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 or collaborate with others in completing homework. When I put my name on a homework assignment, I attest that all of the work on the assignment is my own in origin and content.*
- *In the case of all essays and research papers, 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.*

I join the entire student body of the Academy in a commitment to this Code of Honor.

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 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 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 virtually enrich my 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.*
- *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.*
- *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. A second offense will result in a suspension.

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 Academy Family Handbook, p. 44.)

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. If you have a cell phone, you should put it away.
5. Dress appropriately for each synchronous session. You must wear your uniform.

Gather the following supplies before you attend a synchronous session:

1. The books, workbooks, or textbooks you need for the session
2. A notebook or binder with blank paper
3. Two pencils or pens

If possible, you should keep your camera on during all synchronous sessions. This will let your teacher know that you are actively participating. If you are not able to have your video on, your teacher may cold call on you during the session even while video is off. Be sure to respond if your teacher calls on you. If your camera is off and you do not respond to a direct question from your teacher, you may receive a zero for your participation in this synchronous session.

If you need to take a short break during a synchronous session, 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.

During the synchronous sessions, students are expected to log in at the appropriate times to participate in these sessions via Zoom™ (please refer to your student’s schedule for synchronous classes). The student’s teacher will be conducting a regular class during these sessions. Students are expected to take notes, 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, PowerPoints, handouts or assignments related to synchronous lessons.

On the days in which sessions are asynchronous, the students are expected to log in to these sessions during their scheduled class times as well. During asynchronous sessions, lessons will NOT be live; however, the teacher may require the students to watch a short video. Asynchronous learning activities may also include practicing previously taught concepts, completing or reading a handout, reading a section from a literature book, or taking and submitting an assessment. Even though the scheduled sessions are 55 minutes in length, this does not mean that all students will need 55 minutes to complete all asynchronous assignments. This may allow students to complete more than one asynchronous assignment

during this time period. (Humane Letters is a two-period class and may require longer assignments during asynchronous sessions.) Teachers may also require an assignment to be uploaded to Google Classroom® during this scheduled session.

Students will be given at least one assessment per 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

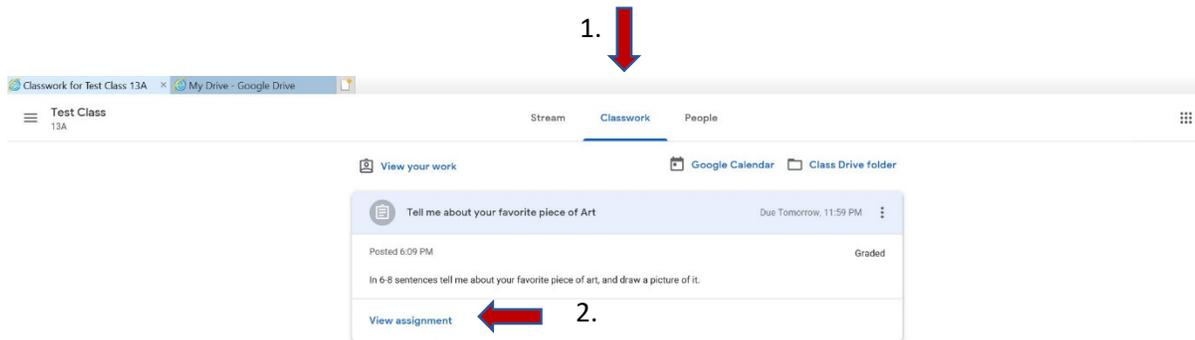
One of the important responsibilities that students have while Distance Learning is to turn in assignments. They need to be uploaded in a clear fashion and oriented in a way that makes them easy to read.

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:

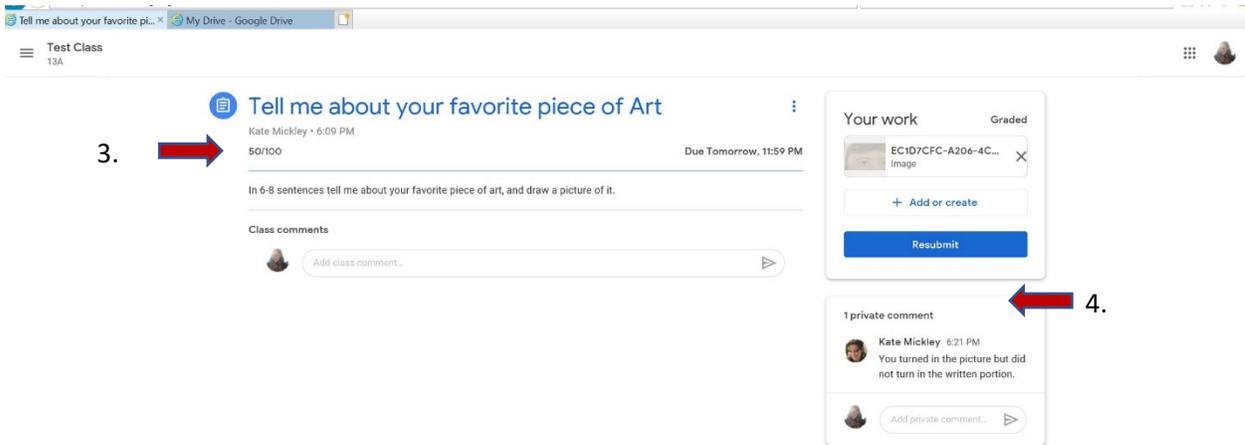
<https://cloud.swivl.com/v/ad520f16b48d23abb318aebdcf574a45> for instructions on how to turn in your work. Contact your teacher via email with any problems uploading work.

Some assignments or quizzes may be completed online from within the Google Classroom® environment. For 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 will be assigned homework and assessments for each class. These assignments will be graded and will have a due date. 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. You may also email your teacher to ask for assistance.

Google Classroom[®] will record grades for some of your homework assignments and assessments. When you log into your Google Classroom[®], you may be able to see these grades. These recorded grades 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 regular feedback on the assignments you submit in Google Classroom[®]. If you have difficulty locating the feedback you receive, 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 eject 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 the 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.

PARTICIPATION IN VIRTUAL CLASSROOMS

Participation grades and attendance will be evaluated during the Zoom™ conferences. 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 virtual classroom is just as important as during in-person classes. The participation grade will be based on real-time interactions in the virtual classroom. Teachers will be looking for meaningful questions, thoughtful discussion comments, and consistent engagement.

Students can expect that teachers will be asking students at random to answer questions or engage in discussion points, therefore students will need to remain engaged and present at their computer during the duration of the synchronous learning session. For this reason, we request that students leave their video feed turned on, so that peers and teacher alike can better recognize the level and nature of classroom participation.

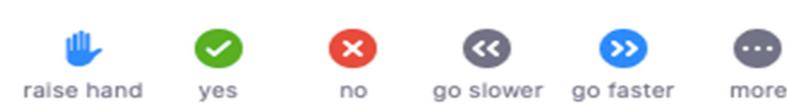
USING ICONS TO COMMUNICATE IN ZOOM™ MEETINGS

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:



Click it again and it turns off!

HOW TO CONTACT YOUR TEACHER

You should contact your teacher via email. You can find your teacher’s email address in their Google Classroom stream. You may also find the email address on the Anthem Prep website and on your course overview. If you send your teacher an email, you should begin with a formal salutation which addresses your teacher by his or her proper honorific and last name (e.g. Dear Mr. Baggins or Dear Dr. Jekyll). 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 within an hour. Your teacher has listed office hours in Google Classroom®. If you send the email any other time, you should receive a response within one business day. Both written and verbal communication with your teachers should be polite and formal.

ZOOM BELL SCHEDULE

The “Bell Schedule” for the school divides the students’ day into manageable sections and leaves time for lunch. During the period of Distance Learning, students should follow this timetable to help organize their day and make it to their synchronous learning appointments on Zoom™.

Period	Time
1st Period	8:00 - 9:00
2nd Period	9:05 - 10:00
3rd Period	10:05 - 11:00
4th Period	11:05 - 12:00
Lunch/Break	12:00 - 1:10
5th Period	1:10 - 2:05
6th Period	2:10 - 3:05

CONSUMABLES AND SUPPLIES LIST

CONSUMABLES

Books to Start the Quarter in Lit/Comp and HL

6 th grade Lit/Comp	<i>The Adventures of Tom Sawyer</i> <i>The Wind in the Willows</i>	ISBN: 978-1593081393 ISBN: 978-0451530141
7 th grade Lit/Comp	<i>Treasure Island</i> <i>Julius Caesar</i>	ISBN: 978-0199560356 ISBN: 978-0743482745
8 th grade Lit/Comp	<i>Beowulf</i> <i>Canterbury Tales</i> <i>The Merchant of Venice</i> <i>To Kill a Mockingbird</i>	ISBN: 978-0393320978 ISBN: 978-0199599028 ISBN: 978-0743477567 ISBN: 978-0446310789
9 th grade HL	<i>My Antonia</i> <i>The Great Gatsby</i> <i>The Scarlet Letter</i>	ISBN: 978-0395755143 ISBN: 978-0743273565 ISBN: 978-0143107668
10 th grade HL	<i>Crime and Punishment</i> <i>Marx/Engels: Communist Manifesto</i> <i>One Day in the Life of Ivan Denisovich</i>	ISBN: 978-0679734505 ISBN: 978-0553214062 ISBN: 978-0553247770
11 th grade HL	<i>Nicomachean Ethics (Bartlett translation)</i> <i>Plato's Republic</i> <i>Hamlet (Folger Shakespeare)</i> <i>NRSV Bible with Apocrypha (Oxford press)</i>	ISBN: 978-0374529055 ISBN: 978-0465094080 ISBN: 978-0743477123 ISBN: 978-0195283648
12 th grade HL	<i>The Prince (trans. Mansfield) (2nd Ed)</i> <i>The Brothers Karamazov</i> <i>Discourse on Method - Descartes (Hackett Ed)</i> <i>Macbeth (Folgers Shakespeare)</i> <i>Paradise Lost (Oxford World's Classics Series)</i>	ISBN: 978-0226500447 ISBN: 978-0374528379 ISBN: 978-0872204201 ISBN: 978-0743477109 ISBN: 978-0199535743

SUPPLIES FOR DISTANCE LEARNING

The following list is taken from the supply list on the Anthem Prep web page. These are from the existing supplies you will have purchased for school. They are not additional supplies from what you should already have.

MIDDLE SCHOOL SUPPLIES

Please note that this list may not contain all of the items needed by your specific teachers. Specific teachers may request additional items not contained in this list.

- 2 ea Pentel Side FX Mechanical Pencil, .7 mm, Refillable, Blue Barrel
- 1 ea Paper Mate® Refill Lead .7 mm, 12 ct.
- 1 ea Highlighters, Pocket, 5 Pack (Pink, Green, Orange, 2 Yellow)
- 1 ea Mead® Index Cards, 3" x 5" Ruled, 100 ct., White
- 1 ea Bevel Eraser, Pink, Latex-Free
- 1 ea Paper Mate® Profile Non-Retractable Pen, 1.4 mm, Black
- 1 ea Paper Mate® Profile Non-Retractable Pen, 1.4 mm, Red
- 1 ea College Ruled Filler Paper, 8" x 10½", 3-hole punched, 200 sheets, Made in the USA
- 1 ea Crayola® Colored Pencils, Full Length, Sharpened, 24 ct.
- 6 ea Pacon® Wide Ruled Composition Book, 100 ct., Black

Latin Dictionary - Sold Separately

Dictionary/Thesaurus - Sold Separately

Earbuds - Sold Separately

*7-8 Grade need 1 ea Westcott® Ruler, 6", English & Metric, 1-Hole Punched, Clear

GRADE 7-8 ART (PARENT'S WILL BE NOTIFIED WHICH SEMESTER THEIR STUDENT WILL HAVE ART)

1 ea Prismacolor® Scholar Graphite Drawing Pencil Set, 4 pc.- 4B, 2B, HB, 2H Pencils & Kneaded Eraser

1 ea Art Gum Eraser

1 ea Westcott® Pencil Sharpener, Metal Blade, Double Hole, Canister, Red w/Blue Lid

1 ea Pentel® Clic Eraser Stick

1 ea Crayola® Colored Pencils, Full Length, Sharpened, 24 ct.

1 ea 12" clear ruler

HIGH SCHOOL SUPPLIES

Please note that this list may not contain all of the items needed by your specific teachers. Specific teachers may request additional items not contained in this list.

2 ea Pentel Side FX Mechanical Pencil, .7 mm, Refillable, Blue Barrel

1 ea Paper Mate® Refill Lead .7 mm, 12 ct.

1 ea Paper Mate® Profile Retractable Pen, 1.4 mm, Black

1 ea Paper Mate® Profile Retractable Pen, 1.4 mm, Red

1 ea Highlighters, Pocket, 5 Pack (Pink, Green, Orange, 2 Yellow)

1 ea Westcott® Ruler, 6", English & Metric, 1-Hole Punched, Clear

1 ea Mead® Index Cards, 3" x 5" Ruled, 100 ct., White

1 ea Bevel Eraser, Pink, Latex-Free

1 ea College Ruled Filler Paper, 8" x 10½", 3-hole punched, 200 sheets, Made in the USA

1 ea Quad Ruled Filler Paper, 4 sq per inch, 8" x 10½" inches, 3-Hole Punched, 100 sheets

1 ea Crayola® Colored Pencils, Full Length, Sharpened, 24 ct.

5 ea Pacon® Wide Ruled Composition Book, 100 ct., Black

1 ea Westcott® Metal Compass with Pencil

1 ea Moleskine or Comparable Cashier Journal, 8.25" x 5", Blank, 80 Pages, Set of 3

Flash Drive with Lanyard - Sold Separately

Dictionary/Thesaurus - Sold Separately

Calculator - Sold Separately, See Syllabus

Earbuds - Sold Separately

9TH GRADE MUSIC

1 ea Pacon® Music Staff Paper, 3-Hole Punched, 96 Sheets

10TH GRADE CHEMISTRY

1 ea Hayden-McNeil Chemistry 100, Spiral Bound, 8.5" x 11", 100 sheets

12 GRADE ART

1 ea Crayola® Colored Pencils, Full Length, Sharpened, 24 ct.

General's Kimberly® Graphite Drawing Pencils Kit, 10 ct.- 8B, 6B, 4B, 3B, 2B, B, HB, F, 2H, 4H with Sharpener & Eraser

1 ea Art Gum Eraser

1 ea Westcott® Pencil Sharpener, Metal Blade, Double Hole, Canister, Red w/Blue Lid

1 ea Pentel® Clic Eraser Stick

1 ea 12" clear ruler

NOTICE AND AGREEMENT TO TERMS RELATED TO DISTANCE LEARNING

At certain points during the year, GreatHearts students may have to participate in distance learning. In addition, throughout the academic year, GreatHearts students may choose to participate in the Distance Learning option.

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 Headmaster or Special Education Coordinator for the Academy.

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. (See section 1 and 2)

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. However, and very importantly, a *student enrolled in the optional distance learning program may only change to onsite classroom instruction at the start of a new quarter.*

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

Signature of Student, Grade

Date