Remote Learning Plan
Community Guide

St. Michaels
University School

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For general information on the school's response to COVID-19, please continue to check smus.ca/covid-19 regularly.

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Overview of Remote Learning at SMUS

The SMUS Remote Learning Plan is designed to provide continuity in learning and the fostering of relationships between faculty, students and parents, with the shared goal to complete our academic year. The SMUS Remote Learning Plan is based on the same guiding academic principles and core values that we aspire to in our face-to-face learning environment. Along with continuing to challenge our students academically, we also want to ensure they prioritize their mental and physical well-being.

The SMUS Remote Learning Plan – Community Guide is a general introduction and overview to our internal planning to date and the associated guiding documents.

This plan does not attempt to replicate the learning experience students enjoy on our campus; however, it will allow our faculty to build on existing relationships and to continue providing instruction and pastoral support to students, as they progress through the remaining academic learning objectives for their grade.

Along with an academic and pastoral program, this upcoming remote learning period will also provide an opportunity for both students and faculty to develop new technology skills that will support their 21st century learning. We will be introducing students to video conferences, discussion groups, curating and creating online content, flipped classrooms, and setting personalized and goal-driven learning schedules. Creativity will be key for faculty and students as they adapt their learning outside of the classroom and into their homes and communities around the world. Other key focus areas will also include self-care and maintaining a healthy life balance by incorporating intentional breaks in the outdoors and away from the screen.

Thank you for taking time to familiarize yourselves with the framework of this Remote Learning Plan. Further grade specific details will come from your school director and faculty.

Key Commitments for Remote Learning

A growth mindset will be a key to the Remote Learning Plan. It is new for all of us. Together, we will learn every day and our collective success will come with patience, commitment, empathy and a drive to make the best of a challenging time in our world's history.

- Parents and students will receive regular communications to keep them apprised of developments. Our goal is to continue providing the right amount of information at just the right time.

- Our community is strengthened by relationships and at the heart of our Remote Learning Plan are our regular connections through live video conferences, recorded lessons and discussion forums. Students will engage with their faculty and classmates through the use of video conferencing tool Google Meet.

- Community and pastoral care are key components of our SMUS program and will continue to be so in this remote learning period. Students will continue to connect with homeroom teachers, TAG teachers, academic university advisors, and as needed, personal counsellors and learning resource teachers. Chapel messages will also continue to be delivered weekly by Reverend Fletcher.

- The faculty will continue to design daily learning tasks in Google Classroom with a clear purpose to continue fostering a love of learning along with inspiring curiosity and creativity. Students will understand the purpose of their lessons, the specific tasks being asked of them, the length of time required for the task and the expected due dates.

- Students will continue to receive ongoing feedback on their work and progress. The assessment of tasks completed online will look different and will include more application of content.

- Students will have a balance of online and offline activities. They will not be online 'live' all day. Breaks and flexibility have been built into their daily schedules to allow for physical activity, recharging and other experiential opportunities at home.

- We are committed to evolving our program based on the feedback we receive through daily interactions with students. We want to ensure that student progress and student wellness remain at the heart of this learning. Therefore, we will seek ongoing feedback on a weekly basis from students and parents about the delivery of our remote learning program.

Considerations and Responsibilities

General Considerations for Kindergarten to Grade 12 Parents

Consideration	Recommendation
Technology and learning platform	All students should have access to an Internet-connected device with a microphone and camera with video conference capabilities. We are also recommending noise-cancelling headphones, particularly for families with more than one child learning remotely. Students will be expected to continue to access school email, SDS, Google Suite and the SMUS libraries and databases, for reading and research purposes.
Work space organization	It is recommended that a daily routine be established with the following organizational tips: ▸ ensure students are awake, appropriately dressed, fed and ready to begin their learning by 9 am at the Junior and Middle Schools, 8:30 am at the Senior School. ▸ establish a permanent workspace where your child will learn most of the time. It should be a place that is quiet and free from distractions. It should also be a place that is easy to observe and support your child's progress. ▸ ensure your child has the necessary equipment to successfully complete assigned learning tasks (appropriate technology, pencils, pens, textbooks, etc.). ▸ ensure that your child avoids online distractions from other social media or gaming opportunities during their learning time. Note: students should not be online all day.
Attire for online interactions	While school uniforms are not required, we do ask students to dress appropriately, as they would for a casual dress day or a service day at school. Faculty will be in business casual attire for the day.
Daily schedule	The specifics of the day-to-day learning will be coming to parents at the Junior School and Middle School on Sundays. At the Senior School, the student daily schedule is accessed through SDS. Each school has designed a schedule appropriate for the age and stage of these learners and will consist of learning tasks and video conference opportunities. The schedules have been modified to effectively support our temporary remote learning environment. (see pg. 9-11)
Attendance	At the Junior and Middle Schools, attendance will be taken in morning meetings and TAG. At the Senior School, attendance will be gathered through engagement in Google Classroom and video conferences. Time zones will be taken into consideration and students supported accordingly.

Table continues on the next page.

General Considerations for Kindergarten to Grade 12 Parents (continued)

Consideration	Recommendation
Learning guidelines	Faculty will be posting all information through Google Classroom for students. We encourage parents to ask their children what is in the Google Classroom. All tasks should: ▸ have a suggested time for each activity. ▸ be clear and specific for students to follow. ▸ state what activities should be done offline and online. ▸ have instructions for submission. ▸ include assessment guidelines (rubrics, etc.).
Physical activity and breaks in learning	Physical Education faculty have created learning opportunities for students in Google Classroom. In addition, we have built in breaks during the day to provide active release of energy and for free time. We also encourage families to take advantage of learning that presents itself each day at home. Cooking, outdoor activities, gardening, building, reading, playing games, exercise, music, art and journaling will give students experiences that will also support them in their learning and in preparation for life.
Student support provided	Students will be given opportunities to receive individualized support with their learning. This will be through online office hours, informal peer-to-peer discussion groups, connection with the teaching team, connection with the learning resource team, etc. Assignments for Junior School students will include specific guidance for parents to help provide support for learning.
Ongoing feedback	Our goal is to survey our parents, students and faculty on a weekly basis regarding the progress of remote learning. We will evolve the program based on feedback to ensure that learning progression is occurring and that each group is appropriately supported.

Student Responsibilities

For optimum success in a remote learning environment, it is important for students to have a clear understanding of the expectations of engagement.

- Dedicate the appropriate time to learning, comparable to a school day and guided by your schedule.
- Be ready to begin at 9 am at the Junior and Middle Schools, and at 8:30 am at the Senior School. Appreciating that many students are in different time zones, you should keep to the daily start and end times for your offline school work. With that said, each student must connect with classroom teachers to establish times that may work for synchronous student meetings at different times of the day.
- Ensure you have set up a distraction-free workspace with all supporting materials for your learning. For older students, we request that you turn off social media notifications and gaming distractions during your learning blocks.
- Ensure that you have prepared for the day ahead by accessing your Google Classroom.
- Ask faculty for support if you are unsure about learning task expectations, either during the office hours, video conferences or through email.
- During breaks in your schedule, we strongly encourage you to disconnect and engage in physical activity that gets your heart pumping and your brain refreshed.
- Respect the communication expectations, in particular, video conference norms and productive behaviours. The parameters will be clearly communicated in the beginning by your teacher.
- Submit all assignments in accordance with provided timelines and/or due dates.
- Practice patience, flexibility and resilience during this time. This is a new learning environment and it will take some time for all of us to get used to it.
- Ensure you participate in the community events in your schedule (chapel, homeroom, assembly, video messages from key people in the community, etc.)
- Ensure that you have signed off on the Remote Learning Plan – Student Agreement, which outlines specific expectations around technology use and engagement boundaries.

Parent Responsibilities

At SMUS, parents are a key partner in the learning process. We recognize that there will be different levels of engagement across the Junior, Middle and Senior Schools; however, we are relying on all parents in this partnership to have a heightened level of engagement during this remote learning period to ensure that students are successful.

- Provide an environment that is conducive to learning (distraction-free, with required materials and a workspace that can remain set up for days at a time). If there is more than one child in the house, try to create an individual space for each child.
- Start each day with a conversation and check-in regarding the schedule for that day. Ask questions and remain curious about their learning.
- Monitor time spent engaging in online and offline learning; in addition to following the schedule, monitor workload outside of the 8:30/9 am - 4 pm remote learning day. Appreciating that many students are in different time zones, parents should understand that students will need to connect with classroom teachers to establish times that may work for synchronous student meetings at different times outside of the scheduled school day.
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation and play.
- All faculty will have office hours where they will be available for questions and discussions. We strongly encourage you to access faculty during these times and to avoid contacting them outside of the school day, unless it is a unique situation that requires attention.
- Review the information that school leadership or classroom teachers will continue to send on a weekly or bi-weekly basis. This will be helpful information to support the navigation of this new learning environment.
- It is important to understand that all communication (written and video) regarding learning tasks will be posted through Google Classroom. Faculty will not be emailing class information to students directly, as we want to avoid email overload. If you or your child have a question for faculty, feel free to email them directly and they will respond in a timely manner.
- Keep lines of communication open with faculty, school support and administrators. We are all new to remote learning so we welcome all questions.
- Remain flexible, patient, empathetic and understanding. We all share in the goal to see your child be successful during these challenging times.

Faculty Responsibilities

Faculty will continue to offer exceptional learning opportunities for our students, using both synchronous (real-time, video conferencing) and asynchronous (not real-time, offline work) tasks.

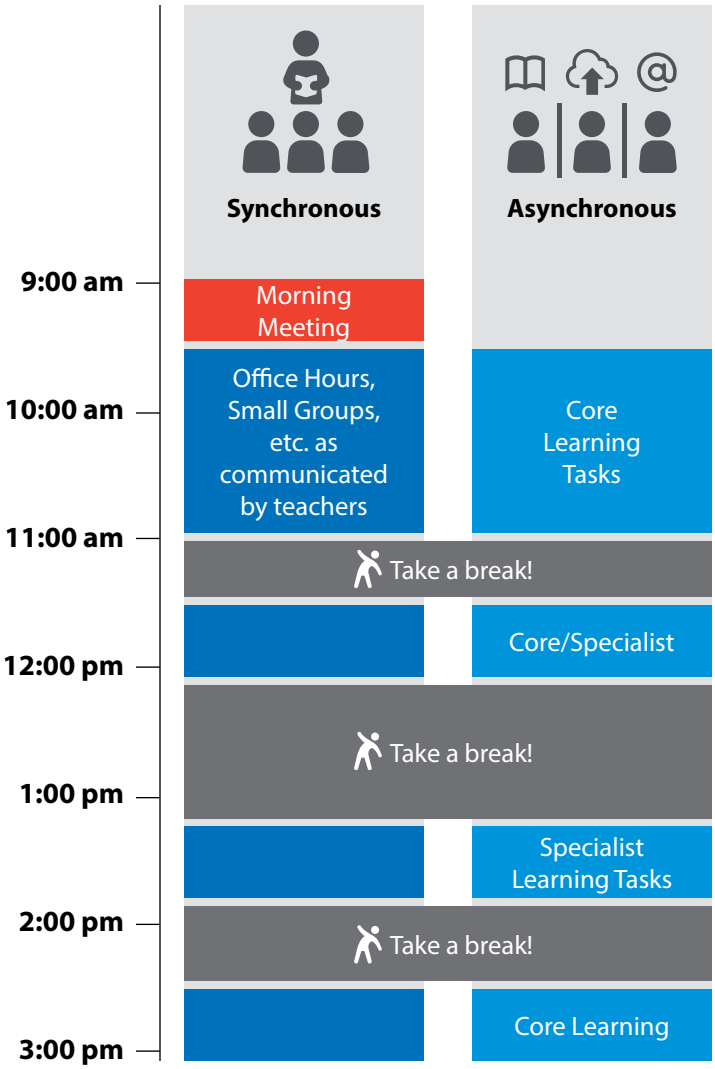
- Faculty will communicate the learning objectives, competencies (skills) and content for each lesson through Google Classroom.
- Faculty will provide students with timely, formative feedback on a regular basis.
- Faculty will be available during their scheduled class times for video conferences and in office hours to be available for check-ins, and may also schedule additional group support sessions during the week.
- Faculty will consider the workload carefully and will allow for adequate deadlines for students to submit work.
- Faculty will proactively connect with parents when students miss a deadline, have attendance challenges or are falling behind in school work.

Examples of Daily Schedules

The SMUS Remote Learning Plan includes a blended model of synchronous (real-time video conferences, live chats) and asynchronous learning opportunities (not in real-time working on tasks posted in Google Classroom, posting student work). In addition to building academic skills, faculty will be designing learning tasks that include creative thinking, experimentation, experiential learning and reflection. Faculty will also encourage time for reading, pursuing individual passions and spending time doing physical and outdoor activities.

The Junior School Day

A weekly schedule will be distributed on Sundays. Each morning, students will have a morning meeting where they will check in and review the tasks to be worked on that day. Classes will run on a modified Monday to Friday timetable. There will be core instruction during the day at a variety of specified times, including time for specialist activities. The following schedule provides a general sense of how the day will be structured, with more specific information for each individual grade to be provided weekly.



Please note: individual class schedules may differ from the above

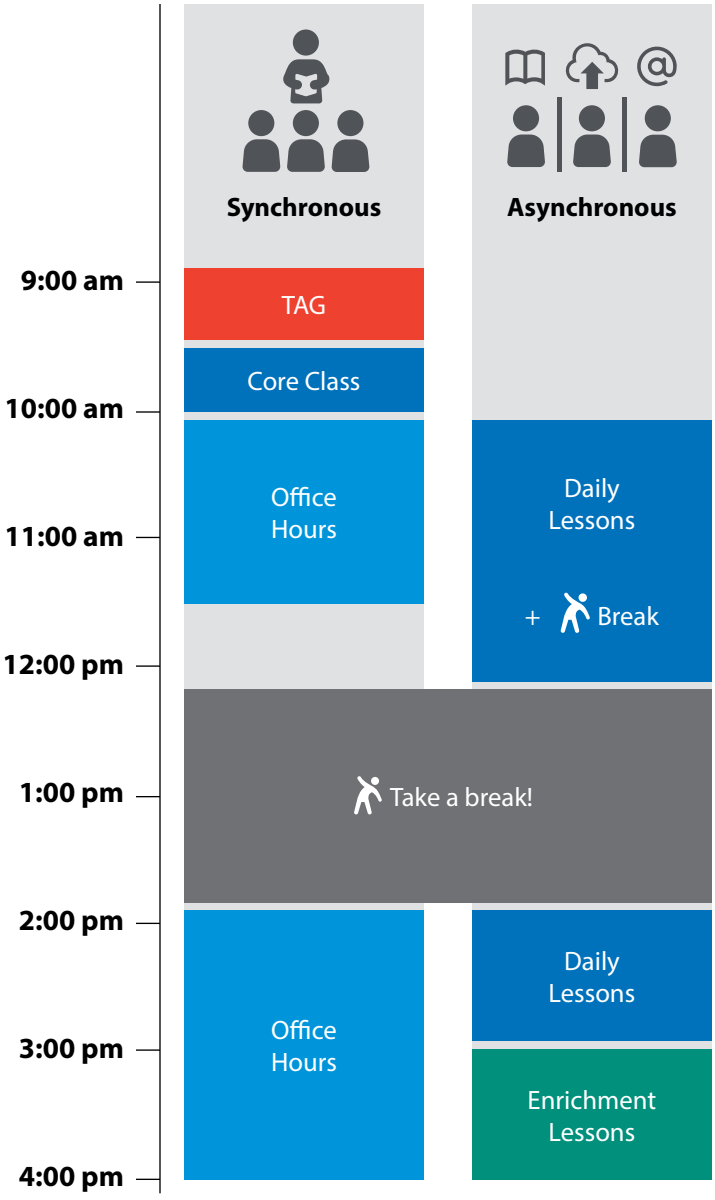
The Middle School Day

Classes will run on a modified Monday to Friday timetable. Each grade level has an assigned team lead who will be the key coordinator of communication to parents:

- Julie Harris – Grade 6
- Richard Brambley – Grade 7
- Susan Vachon – Grade 8

If students or parents have specific questions for the classroom teachers, they can email the teacher directly for support.

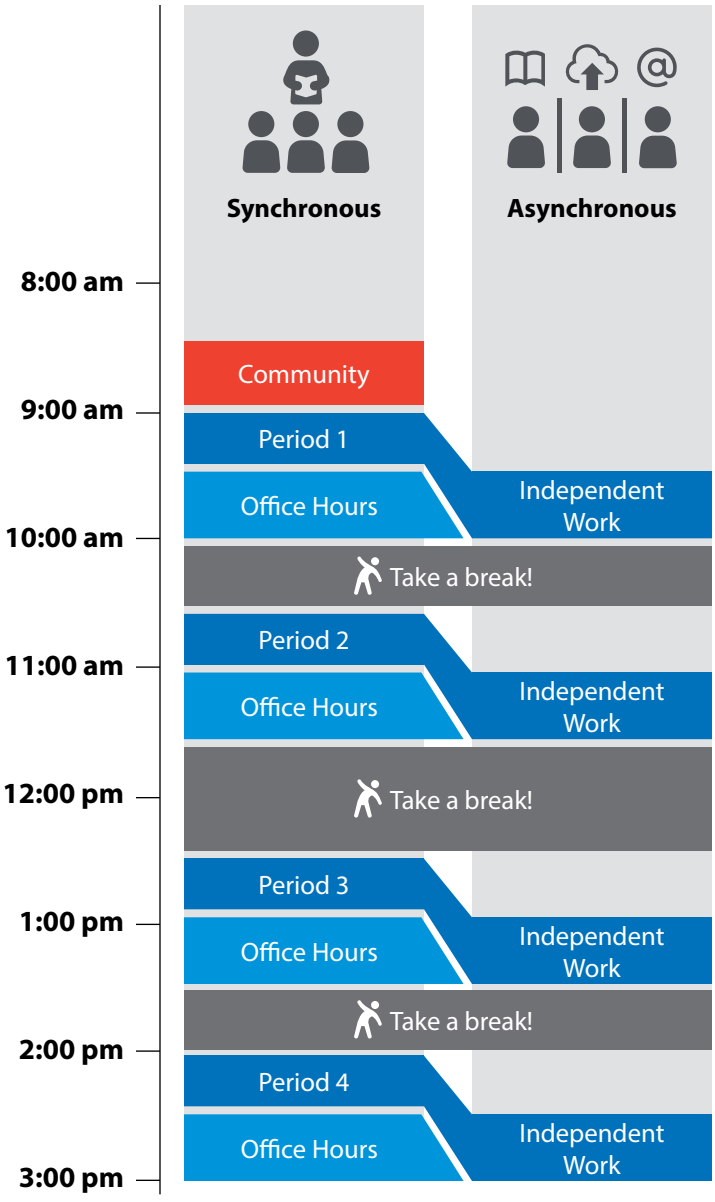
The following schedule provides a general sense of the structure of a typical day. Specific student schedules will be forthcoming.



Please note: individual class schedules may differ from the above

The Senior School Day

The following schedule provides a general sense of how a day might look for a Senior School student. More specific timetable information and details about each lesson block will be forthcoming. Classes will run on a Monday to Friday schedule with four periods a day. Individual schedules will be reflected in SDS and available to students and parents in order to allow for weekly planning. In addition to following their schedule, students are expected to log into Google Classroom and work through the lesson instructions for that particular day.



Please note: individual class schedules may differ from the above

Assessment of Student Learning

Assessment at SMUS in a face-to-face school day occurs frequently and through a variety of opportunities for students to demonstrate their understanding of the skills and concepts taught in class. In a remote learning environment, faculty can no longer rely on these traditional models of assessment.

Faculty will be designing frequent formative assessment opportunities, so that students receive on-going, timely feedback of their learning. Engagement, authenticity and learning can be enhanced when students are encouraged to create content and demonstrate their thinking and analytical skills through the use of slides, videos, podcasts, blogs, sketch notes, data visualizations and infographics. Faculty will be using a variety of learning tasks, both non-graded and graded.

For Senior School students, further information regarding summative assessments and the process to complete them will be provided by individual faculty. Our aim is to provide meaningful opportunities for our students to demonstrate their understanding in an authentic manner.

Digital Literacy, Citizenship, and Child Protection

Remote learning requires a heightened level of engagement with digital literacy and digital citizenship so that students have the ability and confidence to learn with digital tools safely, responsibly and effectively.

- Faculty will model responsible technology use and set up group norms for video conferences, chats and written communications.
- All online resources for students and parents will have been reviewed appropriately. Students are reminded to use their web researching skills and to use our SMUS library resources when working through their assignments.
- Faculty will be using digital tools to support students to create content and work with material to deepen their understanding.
- Faculty may at times record classes for the benefit of students in other time zones. Video and audio of your child's participation may be included in that recording. Students will be notified when that is occurring.
- Students are reminded to report any inappropriate online behaviour to their teacher or to a trusted adult as soon as possible.
- Students will be signing and agreeing to a Remote Learning Plan - Student Agreement which will outline specific requirements for engagement and behaviour in a remote learning environment.

Tools to Enhance Remote Learning

As much as possible, we are using digital tools and resources our students are already familiar with. At each school, support will be available from our Educational Technology team as needed, to both faculty and students throughout the remote learning period.

Google Classroom – Every class from Kindergarten to Grade 12 will have its own Google Classroom. This will be the main repository for course content delivery. If necessary, Moodle, and other digital course repositories and resources will be linked from the Classroom.

Google Meet – Live video conferences, lesson recording, small group meetings will use Google Meet. Sessions or segments of sessions may be recorded and can be posted to Google Drive for students to link to via course pages.

Google Drive – Document collaboration and resource sharing.

Email – Asynchronous (not in real-time) communication. Students and parents may email clarifying questions directly to faculty for support. Please note that responses may be delayed as faculty interact with many students and across several time zones, in the case of the Middle and Senior Schools.

Health and Well-being

Just as we do on campus during a normal week, our faculty will be concerned for students' social-emotional and academic well-being. We have also maintained the importance of pastoral care in our community by scheduling intentional times in the day to connect online.

It is important to maintain regular routines and practices that would usually be followed during the school day. Regular school night bedtime routines, nutrition, exercise and home routines will also help.

Our school counsellors, learning resource team, academic advisors and teacher librarians will be creating supplementary information and will be available to support our students.

School counsellors will be closely monitoring progress of students in this remote learning environment by staying connected with faculty, students and parents. They will be providing specific information and resources to both students and parents regarding navigating this challenging and extraordinary time. They will be available for individual counselling sessions through a platform called, iCouch, which is a product widely used for virtual counselling. More information regarding this service will be circulated to parents in the weeks ahead.

Communication Boundaries

We would like to stress the importance of students having time during the day and evenings to disconnect from technology. Likewise, our faculty will be working full days, and also need to take care of themselves and their families, thus we are asking for minimal communications in the evenings and on weekends.

Time Zones

All schedules are in Pacific Time. We recognize that we have Middle and Senior School families who are in different time zones and may have challenges with attending video conference sessions. If this is a significant hurdle, please contact your child's teacher to create a communication plan.

Who to Contact With Questions

Question/Topic	Contact	
General questions about remote learning, our academic program and school operations	Junior School – Becky Anderson Middle School – Richard Brambley Senior School – Eliot Anderson Kindergarten to Grade 12 – Denise Lamarche	becky.anderson@smus.ca richard.brambley@smus.ca eliot.anderson@smus.ca denise.lamarche@smus.ca
Questions regarding our learning platform and tools: Google Classroom, Google Meet	Junior School – Lindsey Ashton Middle School – George Floyd Senior School – Maureen Hann Kindergarten to Grade 12 – Dave Hlannon	lindsey.ashton@smus.ca george.floyd@smus.ca maureen.hann@smus.ca dave.hlannon@smus.ca
Hardware, network, software or other technology troubleshooting questions	help@smus.ca	
Questions about specific courses or class materials	Check in with your teacher during posted office hours, or by sending an email if that is not possible.	
Questions about social/emotional well-being	Junior School – Tessa Lloyd Middle School – Allison Peace Senior School – Carole McMillan	tessa.lloyd@smus.ca allison.peace@smus.ca carole.mcmillan@smus.ca
Concerns about student behaviour and engagement online	Junior School – Kathleen Cook Middle School – Susan Vachon Senior School – Richard Primrose	kathleen.cook@smus.ca susan.vachon@smus.ca richard.primrose@smus.ca
Attendance	Junior School – Christine Lewis Middle School – Tara Toller Senior School	christine.lewis@smus.ca tara.toller@smus.ca seniorattendance@smus.ca
Questions about Learning Resource support	Junior School – Sharon Goodman Middle School – Darlene DeMerchant Senior School – Anne Young	sharon.goodman@smus.ca darlene.demerchant@smus.ca anne.young@smus.ca
Questions about academic advising	Alison McCallum	alison.mccallum@smus.ca
Accessing campus to pick up materials or belongings	Junior School – Becky Anderson Middle School – Richard Brambley Senior School – Eliot Anderson	becky.anderson@smus.ca richard.brambley@smus.ca eliot.anderson@smus.ca

Glossary of Terms

Asynchronous Learning involves coursework delivered on a Learning Management System (LMS) such as Google Classroom, email or other means. Students do not have access to instant messaging through this online forum. A benefit of asynchronous learning is that it is self-paced.

Synchronous Learning involves studies that are conducted with the aid of chat rooms and video conferences. This kind of learning can only happen online. Online communication helps students stay in touch with their teacher and fellow students. It's called synchronous learning because the system allows students to ask their teacher or fellow students questions and faculty to instantly respond.

Screencast involves recording or sharing the content of your screen with others. This is a live share that will allow others to see what you have clicked on and how you progress with your screen. Using Google Meet, you can record a screencast while you record video of yourself and the audio of what you are demonstrating.

Video conferencing involves live video and voice communication through Google Meet. You can meet in small groups or groups of up to 250. There are options to share screens, chat and record sessions.

LMS is a Learning Management System such as Google Classroom. Faculty use LMS to organize lessons, post assignments, grade work and carry on class conversations via chat.

Chat is synchronous text-based communication (not video or voice) in groups. Google Docs, Google Meet and Google Classroom all allow for chat functions.

Resources

Senior, Middle and Junior Library Online Access

Click the red login button and use your regular SMUS username and password. All remote access passwords to our online collections and resources are provided on the Database pages on each of our Library websites.

Senior School library
https://secure.smus.ca/seniorlibrary

Middle School library
https://secure.smus.ca/middlelibrary

Junior School library
https://secure.smus.ca/juniorlibrary

Additional Resources

Google Classroom How-Tos
https://support.google.com/edu/classroom/#topic=6020277

Google Meet How-To
https://support.google.com/a/users/answer/9282720?hl=en

Scholastic Learn at Home
https://classroommagazines.scholastic.com/support/learnathome.html

Open School BC Keep Learning
https://www.openschool.bc.ca/keeplearning

Online Learning Resources compiled by Common Sense Media
https://www.commonsensemedia.org/learning-with-technology/what-online-learning-resources-are-available-to-supplement-my-homeschooling