

THE SHERMAN SCHOOL DISTRICT



Distance Learning Plan



VERSION 2.0

Our vision is to enable all Sherman students to become the best possible version of themselves by providing an environment where they can develop into empathetic, self-directed, critical thinkers who don't give up when faced with challenges.

Although the following Distance Learning Plan was developed in response to a pandemic, we can see tremendous opportunities for our students during this time:

... BEST POSSIBLE VERSION ...

Every one of our students is unique. They all have different gifts, strengths, and weaknesses. We believe that the circumstances surrounding the Distance Learning Plan will challenge our students in ways that they have not been challenged before. We anticipate that, as a result, our students will be more prepared to adapt to the world around them.

... ENVIRONMENT ...

As a school, we are fully resolved to embracing our students in a new way. The same dedicated, talented and caring educators are poised to meet their students in a virtual learning environment.

... EMPATHETIC ...

Is everyone in the family planning to work at home during this time? You can be sure that empathy will be put to the test! Let's use this opportunity to work through some of the social challenges, strengthen family bonds, and commit to making sure everyone works together in the best way possible.

... SELF-DIRECTED ...

Embedded in our Distance Learning Plan is the notion that students will be required to work more independently than they ever have before. Although our plan is designed to ensure that students are held accountable for their work and progress, we anticipate this platform will also provide our students with support.

... CRITICAL THINKERS ...

We anticipate that our Distance Learning Plan will provide our students with opportunities to think outside of the box in ways that they have not been required to do so before. Although we will be learning in a different environment, our students will have the opportunity to demonstrate their learning in new and creative ways.

WHO DON'T GIVE UP WHEN FACED WITH CHALLENGES.

In this unprecedented time, we anticipate that there will be great success, but also some failures. The plan we submit here may change as we adapt to future needs. Our Motto: Excido Proficio means "Fail Forward," and we hope to see this attitude manifested throughout our school community.



TABLE OF CONTENTS

BECOMING AN ONLINE LEARNING COMMUNITY	3	REPORT CARDS AND STATE ASSESSMENTS	10
		Grading for the Third Trimester	10
		Final Grading for 2019-2020	10
TECHNOLOGY FOR STUDENTS	3	WORKSHOPS FOR FAMILIES	10-11
		CELEBRATIONS AND A SENSE OF COMMUNITY	12
EXPECTATIONS FOR STUDENTS	4	DISTANCE LEARNING PLAN 3.0	12
Student Independence and Effort	4	Blended Learning	12
Appropriate Online Behavior	4	Interdisciplinary Project-Based Learning	12
Work Completion	4	Feedback and Assessment	12
		Universal Design for Learning	13
		Mastery-Based Learning	13
		Problem-Based Learning	13
		Project-Based Learning	13
EXPECTATIONS FOR FAMILIES	5	APPENDIX A	14
Distance Learning Priorities	5	Sample Preschool Schedule	
Student Participation	5-6		
Setting Child Expectations	6		
Monitoring Work Completion	6		
Setting a Schedule	6		
Physical Space	6		
Technology Access	6		
Breaks	7		
Feedback	7		
EXPECTATIONS FOR TEACHERS	7	APPENDIX B	15
Communication and Office Hours	7	Sample Elementary Schedule	
Providing Instruction, Assignments, and Feedback	7		
Modifications and Accommodations for Students	7		
Meeting Attendance and Collaboration with Colleagues	7		
Professional Development	7		
Guidelines for working from home	7		
EXPECTATIONS FOR PARAPROFESSIONALS	8	APPENDIX C	16
Interacting with Students	8	Sample Middle School Schedule	
Interacting with Teachers	8		
Professional Development	8		
EXPECTATIONS FOR ADMINISTRATORS	8	APPENDIX D	17-18
Supervision	8	Sherman School Contact List	
Support for Teachers	8		
Support for Families	8		
Communication	8		
TECHNOLOGY PLATFORMS FOR LEARNING	8	APPENDIX E	19
Google Meet	9	Technology Help for Families	
Seesaw	9		
Google Classroom	9		
SPECIAL EDUCATION AND INTERVENTION	9	APPENDIX F	20
PPTs and 504 Meetings	9	A Family Guide to Establishing Schedules, Coping, and Maintaining Self-Care	

The Sherman School District's Distance Learning Plan 2.0 has been refined based on feedback provided by faculty and families. We are pleased to be able to present a document that will allow us to provide our students with high-quality, continuous learning in the absence of a shared physical space.

BECOMING AN ONLINE LEARNING COMMUNITY

Our current circumstances require that we collaborate as a learning community of students, faculty, staff and families. We have structured version 2.0 of our Distance Learning Plan to achieve the following broad goals:

Goal 1: To increase interaction between teachers, students, and their classmates

- ACTION STEP: We will include more opportunities for live interaction, including recorded instruction, so that students and parents can have access at a later time

Goal 2: To mitigate the feelings of overwhelm expressed by families

- ACTION STEP: We will foster greater student independence, leverage available technologies to reduce workload, and develop more interdisciplinary lessons
- ACTION STEP: We will provide time on Fridays for students to complete work for the week and engage in enrichment activities with no new assignments

Goal 3: To support the needs of our families through training that will allow them to effectively and efficiently partner with the school for the benefit of their students' learning.

- ACTION STEP: We will provide families with a menu of interactive online workshops based on interests and needs expressed

Goal 4: To provide enhanced professional development for teachers and paraprofessionals on a regular basis

- ACTION STEP: We will provide professional development for teachers and paras on Fridays after 10:00 AM including collaboration time with colleagues. Except for scheduled meetings, teachers will not be able to respond to questions or provide feedback to students during their professional development time.

TECHNOLOGY FOR STUDENTS

Our circumstances have revealed that ubiquitous access to devices is integral to the success of our learning plan. Therefore, we are committed to ensuring that every student in grades K-2 has access to an iPad and every student in grades 3-8 has access to a Chromebook. We will be in

contact soon with families to assess their needs and will be communicating plans for distributing these devices as well as articulating expectations for their proper use and care.

EXPECTATIONS FOR STUDENTS

Student Independence and Effort

- Within reason, students are expected to demonstrate as much independence as possible in the completion of work and activities. Doing so will foster the development of important life skills for future learning.
- Teachers have developed lessons that include clear instructions. As appropriate, students should be expected to carefully read all instructions and should be encouraged to re-read instructions, reach out to classmates, or ask the teacher when they are unsure about something. Students and families should also take advantage of teachers' office hours (see Teacher Expectations Below).
- Students are expected to check online learning platforms such as Seesaw (K-2) or Google Classroom (3-8) for new instruction each day, as well as respond to teachers' emails and/or messages, and complete and submit assignments in a timely manner.

Appropriate Online Behavior

- The same expectations that students and families agreed to under our "Acceptable Use Policy" remain in effect during the school closure.
- Students are expected to conduct themselves in the same manner online as they would if they were physically attending school; remember Sherman's Core Values: Respect, Courage, Responsibility, Honesty.
- When in a live Google Meet with a teacher, students should:
 - Only log in using their Sherman Google account
 - Never share the meeting URL with anyone
 - Mute their microphones and cameras unless otherwise directed by the teacher
 - Not share their screens unless otherwise directed by the teacher
 - Only use the chat for class purposes
 - Use school-appropriate language at all times

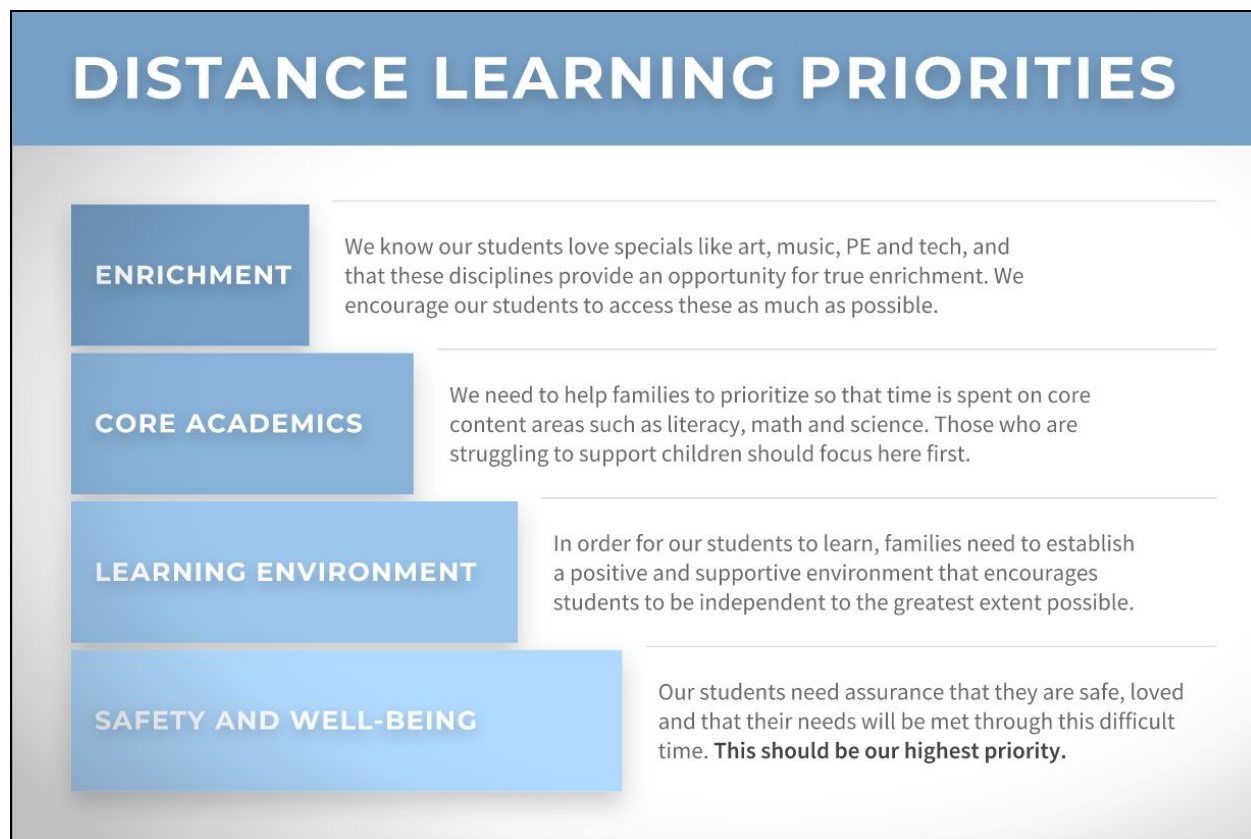
To respect everyone's privacy, the teacher is the only person who should ever record a meeting. Teachers will record and share live group instruction, excluding class discussion, for students who are unable to attend.

Work Completion

- The completion of assignments is the primary way in which student participation will be gauged and as such, work completion is mandatory.
- In order to receive credit for assignments and final trimester 3 grades, work must be regularly submitted for teachers to review and provide feedback.
- Students will use time on Fridays to complete work for the week and engage in enrichment activities with no new assignments.
- For information about grading, see the Report Cards and State Assessments section below.

EXPECTATIONS FOR FAMILIES

We recognize the challenges associated with distance learning and have developed the following visual to offer guidance on how best to prioritize the efforts of parents. Much like Maslow's Hierarchy of Needs, we encourage families to emphasize the fundamental elements of ensuring a sense of safety and well-being for their children.



Student Participation

- If your child is experiencing difficulty accessing or understanding lessons or assignments, it is imperative that someone communicate this to the teacher in a timely manner so that he/she can provide support. Given that teachers are not taking attendance in the traditional sense, regular communication and work submission are the only means of monitoring student participation and progress under the current setup.
- If your family is experiencing difficulty keeping up with assignments, it is critical that someone communicate this to the teacher(s) in a timely manner so that we know everyone is safe, and so that we can provide support.
- The process outlined below has been established so that the school ensures students are safe and able to access and meaningfully participate in continued learning opportunities. It is intended to reflect flexibility for diverse and complex family

circumstances, as well as the school's obligation to remedy any obstacles families might be experiencing in the current situation:

- 1 week with limited or no work submitted and no communication from home:
 - Teacher, special education case manager, or related services provider will attempt to contact the family via email and/or phone call
- 2 weeks with limited or no work submitted and no communication from home:
 - Administration will attempt to reach out in the same ways listed above, emergency contacts listed may also be engaged
 - Wellness checks may be conducted by town officials
 - A written letter will be mailed to the home address requesting they contact someone from the school
- 3 weeks with limited or no work submitted and no communication from home:
 - Administration will continue to attempt to reach out in the same ways listed above
 - A DCF referral may be made for educational neglect

Setting Child Expectations

- In order to ensure your child is successful, we suggest families set clear guidelines for work production.

Monitoring Work Completion

- Your child's teachers will be responsible for monitoring the completion of required work as well as providing feedback to students. If students are not completing and/or submitting work, you will be contacted by the teacher directly. We ask that you partner with us in these cases. Teachers and administrators are committed to supporting families in ensuring that work is completed.

Setting a Schedule

- We strongly recommend that each family establish a schedule. However, we realize that individual circumstances may require flexibility and that families may prefer to develop their own schedule. Appendices A-C offer samples of student schedules for your consideration.

Physical Space

- It is important parents set up a space in their home that is free from distractions like television and toys. If possible, a space that is dedicated only to school work would be ideal.

Technology Access

- Because our Distance Learning Plan is built on a technology platform, we have provided any family in need with a device and/or resources to obtain internet access in their home. However, we need families to ensure that these devices are in working order and to provide technical assistance as needed. Please contact Jim Luchsinger, Director of Technology, with questions or if you need assistance. See Appendix D for contact information.
- To respect everyone's privacy, when your child is in a live Google Meet, the teacher is the only person who should ever record a meeting. Teachers will record and share live group instruction, excluding class discussion, for students who are unable to attend.

Breaks

- It is unrealistic for students to be expected to work continuously. Therefore, we recommend that routine or as-needed breaks be encouraged.

Feedback

- This is new for all of us, and we want to maintain open dialogue with families to assess what is working and what is not. Please see Appendix D for a list of contacts.

EXPECTATIONS FOR TEACHERS

Communication and Office Hours

- Teachers are expected to maintain ongoing communication with students and their families, colleagues, and administration. Although teachers will strive to answer all emails within a 24 hour period, teachers will also be available for daily office hours for more immediate responses. All faculty will offer two Office Hours. All teachers will have office hours from 9-10 daily and a second office hour which is specified in Appendix D.

Providing Instruction, Assignments, and Feedback

- Teachers are expected to provide weekly instruction which will require work from students Monday-Thursday. No new learning activities will be assigned on Friday. Work that is completed by students will be submitted for review. Teachers are expected to provide feedback either individually or as a group to students.
- Teachers are expected to provide opportunities for live instruction and/or interaction each week. Only live group instruction, excluding class discussion, will be recorded for viewing by students who are unable to attend.

Modifications and Accommodations for Students

- To the best of their abilities, teachers are expected to provide accommodations and modifications for students according to established IEP and 504 plans.

Meeting Attendance and Collaboration with Colleagues

- Teachers are expected to attend online meetings at least weekly and to collaborate with colleagues to plan appropriate instruction for students.

Professional Development

- Teachers are expected to use resources available to them to learn about best practices in distance learning such as content selection, lesson delivery, feedback options, etc.

Guidelines for working from home

- To the greatest extent possible, it is important to achieve a balance between work-related requirements and other obligations one has as a parent and caregiver. Here are a number of resources which may be beneficial for families to review:
 - [Four tips for staying productive](#)
 - [Seven tips for working from home](#)
 - [Three tips to avoid burnout](#)

EXPECTATIONS FOR PARAPROFESSIONALS

Interacting with Students

- Paraprofessionals will work with individual students who may require support with assignment completion and submission through regular check-ins.

Interacting with Teachers

- Paraprofessionals are expected to stay in regular communication with teachers regarding student progress.

Professional Development

- Paraprofessionals are expected to engage in training and professional development regarding digital tools in use as well as strategies to support students through online check-ins.

EXPECTATIONS FOR ADMINISTRATORS

Supervision

- Administrators are expected to oversee the work of the teachers to ensure the best possible learning experience for students. In addition, administrators will support teachers in the oversight of student work completion.

Support for Teachers

- Administrators are expected to support the work of teachers and students by providing resources, training, professional development, communication, etc.
- Administrators are available to support teachers with needs as they arise being flexible with meeting dates and times to the greatest extent possible.

Support for Families

- Administrators will also provide ongoing support to parents to address common challenges associated with the Distance Learning Plan 2.0 through a variety of offered interactive online workshops. In addition, families are encouraged to contact us at any time when assistance is needed.

Communication

- Administrators are expected to engage in ongoing communication with staff, faculty, students, and families regarding the status of school closure and the Distance Learning Plan.
- Administrators will continue to seek feedback and incorporate that feedback into future versions of the Distance Learning Plan.

TECHNOLOGY PLATFORMS FOR LEARNING

We have established several platforms for students and educators to interact through our Distance Learning Plan 2.0.

Google Meet

- Google Meet is a secure platform that allows students and teachers to interact with or without video in small and large groups
- There are a number of extensions which can increase the usability of this platform which have been pre-loaded onto district-issued Chrombooks, or you can search for additional ones in the Chrome Web Store

Seesaw

- This platform has been selected to be used exclusively with our students in grades K-2 and allows students and teachers to quickly and easily share work and offer feedback

Google Classroom

- This platform will be used with our students in grades 3-8
- Connected to the Google Suite of educational tools available to students, Classroom allows students to receive instruction as well as assignments from teachers and to submit completed work for feedback

SPECIAL EDUCATION AND INTERVENTION

Special education teachers will continue to collaborate with general education teachers regarding modifications and accommodations for class assignments. Additionally, special education teachers and related service providers will be reaching out to families on an individual basis to provide learning opportunities that support the student's IEP goals and objectives.

Interventionists will also continue to collaborate with general education teachers regarding class assignments, and they will reach out to families on an individual basis to provide learning opportunities that support the student's SRBI plans.

PPTs AND SECTION 504 MEETINGS

PPTs resumed in early April. There are some exceptions, specifically PPTs that require evaluations the school team has been unable to complete due to our current extraordinary circumstances. Individual communications have been sent to impacted families. PPTs that were scheduled after the closure and prior to April 2nd are in the process of being rescheduled. At this time, all PPTs are taking place either through the school's conference line or Google Meet. Specific instructions for accessing the meetings are sent to families in advance of each PPT.

Section 504 meetings resumed the week of April 20th. The same exceptions for PPTs described above apply to 504 meetings. Similarly, impacted families have been notified. Section 504 meetings that were scheduled after the closure and prior to April 20th are also in the process of being rescheduled. The same available formats and instructions for attending PPT meetings apply to 504 meetings.

REPORT CARDS AND STATE ASSESSMENTS

Due to the provision of a Federal waiver, all state assessments (e.g. SBAC and NGSS) have been canceled for the 2019-2020 school year. Reports cards for the end of the second trimester were made accessible through PowerSchool on Friday, March 27th. Special education progress notes will be emailed to parents of special education students on or before that date.

GRADING FOR THE THIRD TRIMESTER

Student participation in the distance learning plan benefits their learning and future success. The more work students complete and submit, the more prepared they will be for what comes next in their educational careers. Given the unusual circumstances of distance learning, we plan to adjust our grading practices accordingly:

- Grades 6-8: Core content areas and special areas:
 - Pass with Distinction (PD): Completes most of the work assigned with a high degree of effort
 - Pass (P): Completes most of the work assigned
 - Incomplete (Inc): Does not complete most of the assigned work
- Grades PS-5: Narrative comments only for core content areas; selected comments for special area classes
- Special education progress notes, reflecting work that has been accomplished during Distance Learning, will be sent home to families with report cards

FINAL GRADING FOR 2019-2020

- Middle school year end grades: Calculated based on trimesters 1 and 2; the 3rd trimester will not impact year end grades.
- Final report cards for all students will be distributed at the end of the school year.

WORKSHOPS FOR FAMILIES

We have designed a variety of live workshops to support families throughout this period of distance learning. Each workshop is intended to be approximately 15-45 minutes in length and will be recorded and posted on our [website](#) under Parents, Instructional Videos, for future access.

In addition to these live workshops, we have provided several resources for families that can be found in Appendix E and Appendix F.

Workshop Topic	Audience	Facilitator(s)	Date and Time
Basics of Kami	3-8	Jim Luchsinger	April 28, 4:30 PM CLICK HERE TO JOIN
Google Classroom Basics	3-8	Jim Luchsinger	April 28, 6:00 PM CLICK HERE TO JOIN
Seesaw 101 - Learn the Basics	K-2	Stephen Rianhard and Jim Luchsinger	April 29, 1:00 PM CLICK HERE TO JOIN
Powerschool Tutorial	PS-8	Jim Luchsinger	April 29, 6:00 PM CLICK HERE TO JOIN
Google Meet Basics	PS-8	Jim Luchsinger	April 30, 5:00 PM CLICK HERE TO JOIN
Exploring Nature: Learning Through Living (Just for Fun)	K-5	Stephen Rianhard	May 4, 1:00 PM CLICK HERE TO JOIN
How to Keep Your Preschooler Engaged	PS	Beth Scott and Krysti Toth	May 6, 12:00 PM CLICK HERE TO JOIN
Decoding Prompts for Beginning Readers	K-2	Catherine Flynn	May 7, 2:00 PM CLICK HERE TO JOIN
Supporting Your Child's Reading Comprehension	2-8	Catherine Flynn	May 7, 3:00 PM CLICK HERE TO JOIN
Self-Care and Coping Strategies	PS-8	Belinda Badger and Marijo Ficca	May 8, 2:00 PM CLICK HERE TO JOIN
Developing a Growth Mindset	PS-8	Jeff Melendez and Brian Kalkreuth	May 11, 6:30 PM CLICK HERE TO JOIN
Fostering Independence in Elementary Students	K-3	Keri Snowden and Tracy Edwards	May 12, 3:30 PM CLICK HERE TO JOIN
Fostering Independence in Middle School Students	4-8	Keri Snowden and Tracy Edwards	May 13, 3:30 PM CLICK HERE TO JOIN

CELEBRATIONS AND A SENSE OF COMMUNITY

We realize the importance of maintaining a sense of community for our students and the need to plan events that allow us to connect with one another in meaningful ways. Stay tuned for invitations to virtual events and spirit-building activities.

DISTANCE LEARNING PLAN 3.0

Whether or not we return to school this year, the start of the 2020-2021 school year will bring many challenges including meeting the needs of all of our students and anticipating the need for distance learning in the future. In addition, we must continue the work we had started to improve growth in achievement scores, support social-emotional learning needs, and revise our curriculum. Fortunately, much of the work that has been forced upon us as a school community to implement distance learning this year can be utilized and built upon to prepare for next school year. By taking advantage of our newly developed skills, knowledge, and practices, we can leverage the time we have now to improve our current distance learning practices at the same time as we prepare for next school year. Our plan is to utilize time this spring while school is closed for faculty to learn more about the following strategies on Fridays after 10:00 AM beginning on May 1st:

Blended Learning (Priority)

- Utilizing technology to provide flexibility in learning including resources, time, space, and communication. Students use a combination of live instruction and digital resources to access lesson content that they can view and review if necessary. They complete an assignment that provides practice which they can do independently or with a group. Students submit their work to the teacher for feedback and then complete an assessment which lets them know if they have mastered the content and are ready to move on to the next lesson or if they need some time for re-teaching and further practice.

Interdisciplinary Project-Based Learning (Priority)

- Similar to problem or project-based learning (see below), interdisciplinary project-based learning incorporates standards and resources from math, science, language arts, and social studies to art, music, physical education, health, and technology education. Student learning activities and success criteria can be co-created by multiple teachers who will also be the guides providing feedback to students along the way to solving a problem or creating a product.

Feedback and Assessment (Priority)

- At this moment formative assessments and feedback are the top priority for our teachers and students. Grades in the 3rd trimester will look very different: narrative comments for K-5 and pass or incomplete for 6-8. This means we do not need to worry about percentages or averages or A's, B's, or C's. Instead we can focus our time and energy on providing feedback to students on the work they are doing to help them grow and

improve. Peer feedback will be important in maintaining student engagement. Also, we can use a wide variety of assessments to help us determine where students are as the school year ends in order to determine where we need to start when next school year begins.

Universal Design for Learning (Priority)

- Anticipating barriers to learning and providing multiple means of representation, engagement, and action and expression to proactively address those barriers. Start with a goal for student learning, imagine what might prevent students from reaching that goal, and provide options to support all students.

Mastery-Based Learning

- Students are provided with success criteria that they must meet independently in order to move on in the curriculum. Teachers design assessments that measure the most critical content of the curriculum to focus student work. Students have more control over the pace of the work to meet their own needs.

Problem-Based Learning

- Students set goals for learning and outcomes they'd like to achieve within parameters created by the teacher based on standards which may or may not be interdisciplinary. Teachers create a problem for students. Students define the given problem and develop a possible solution.

Project-Based Learning

- Similar to problem-based learning in that students work to solve a problem, in project-based learning the focus is on the end product. The teacher provides a driving question and a series of activities that result in an artifact or product that may require interdisciplinary work. The teacher starts by determining a learning target and the evidence by which the student will be assessed. The teacher then plans learning experiences that guide the student through the process of product creation.

Appendix A

We recommend that families institute a schedule for children to follow each day. Doing so will reinforce the expectation that this work is important, and that it is expected to be completed.

The following is simply a recommended schedule and can be adapted to suit your family's needs.

SAMPLE PRESCHOOL SCHEDULE

8:00 - 9:00	Morning Routine	Wake up, daily hygiene, breakfast, dress for the day
9:00 - 9:30	Early Literacy	Approximately 15-20 minutes of time for students to engage in early literacy activities as assigned by their teacher
9:30 -10:00	Snack	Students should eat a healthy snack and be expected to clean up
10:00 - 10:30	Math	Approximately 15-20 minutes of time for students to engage in math activities as assigned by their teacher
10:30 - 10:40	Arts and Crafts	Approximately 15-20 minutes of time for students to engage in arts and crafts activities as assigned by their teacher
10:40 - 11:00	Songs/ Movement Activities	Approximately 15-20 minutes of time for students to engage in song and movement activities as assigned by their teacher
11:00 - 11:30	Special Area	Approximately 20-30 minutes of time for students to engage in art, music or physical education activities as assigned by their teachers. Specials will vary each day of the week. Each special area teacher will provide the activities on Monday and families will work on them throughout the week.
11:30 - 12:00	Lunch	Students should eat a healthy lunch and be expected to clean up
12:00	Outdoor Play	Students should enjoy free play time outside

Appendix B

We recommend that families institute a schedule for children to follow each day. Doing so will reinforce the expectation that this work is important, and that it is expected to be completed.

The following is simply a recommended schedule and can be adapted to suit your family's needs.

SAMPLE ELEMENTARY SCHEDULE

8:00 - 9:00	Morning Routine	Wake up, daily hygiene, breakfast, dress for the day
9:00 - 9:45	Reading	Approximately 30-40 minutes of uninterrupted time for students to engage in independent reading activities as assigned by their teacher
10:00 - 10:45	Writing	Approximately 30-40 minutes of uninterrupted time for students to engage in writing activities as assigned by their teacher
11:00 - 11:45	Math	Approximately 30-40 minutes of uninterrupted time for students to engage in math activities as assigned by their teacher
12:00 - 1:00	Lunch and Recess	Students should eat a healthy lunch, be expected to help clean up, and enjoy outside activities if possible
1:00 - 1:45	Special Area	Approximately 30-40 minutes of uninterrupted time for students to engage in tech, art, music, physical education, or health activities as assigned by their teachers. Specials will vary each day of the week. Each special area teacher will provide the activities on Monday and families will work on them throughout the week.
1:45 - 2:30	STEAM / Social Studies	Approximately 30-40 minutes of uninterrupted time for STEAM or social studies activities assigned by their teacher
2:30 - 3:00	Optional Practice or Project	Students can access online programs as assigned by their teachers to provide added reinforcement and practice
3:00	Clean Up	Put away materials, charge devices, and prepare for next day's work

Appendix C

We recommend that families institute a schedule for children to follow each day. Doing so will reinforce the expectation that this work is important, and that it is expected to be completed.

The following is simply a recommended schedule and can be adapted to suit your family's needs.

SAMPLE MIDDLE SCHOOL SCHEDULE

8:00 - 9:00	Morning Routine	Wake up, daily hygiene, breakfast, dress for the day
9:00 - 10:00	Reading and Writing	Approximately 40-60 minutes of uninterrupted time for students to engage in independent reading and writing activities as assigned by their teacher
10:00 - 11:00	Math	Approximately 40-60 minutes of uninterrupted time for students to engage in math activities as assigned by their teacher
11:00 - 12:00	Science / Social Studies	Approximately 40-60 minutes of uninterrupted time for students to engage in science or social studies activities as assigned by their teacher
12:00 - 1:00	Lunch and Recess	Students should eat a healthy lunch, be expected to help clean up, and enjoy outside activities if possible
1:00 - 1:45	Special Area	Approximately 30-40 minutes of uninterrupted time for students to engage in tech, art, music, physical education, or health activities as assigned by their teachers. Each special area teacher will provide the activities on Monday and families will work on them throughout the week.
1:45 - 2:15	Spanish	Approximately 20-30 minutes of uninterrupted time for Spanish activities assigned by their teacher
2:15 - 3:00	Optional Practice or Project	Students can access online programs or projects as assigned by their teachers to provide added reinforcement and practice
3:00	Clean Up	Put away materials, charge devices, and prepare for next day's work

Appendix D

SHERMAN SCHOOL CONTACT LIST

Name	Title	Email	M-Th PM Office Hours
Administration			
Dr. Jeff Melendez	Superintendent-Principal	melendezj@shermanschool.com	By Appointment
Mr. Brian Kalkreuth	Assistant Principal	kalkreuthb@shermanschool.com	By Appointment
Ms. Tracy Edwards	Director of Special Ed.	edwardst@shermanschool.com	By Appointment
Mrs. Keri Snowden	Director of Curriculum	snowdenk@shermanschool.com	By Appointment
Kindergarten - Fifth Grade			
Mrs. Cathy Davidson	Kindergarten	davidsonc@shermanschool.com	2:00 - 3:00 PM
Mrs. Tanya Silva	Grade One	silvat@shermanschool.com	2:00 - 3:00 PM
Mrs. Jeanine Lynch	Grade One	lynchj@shermanschool.com	2:00 - 3:00 PM
Mrs. Dawn Perlman	Grade Two	perlmand@shermanschool.com	1:30 - 2:30 PM
Mrs. Beth Bouwman	Grade Three	bouwmanb@shermanschool.com	1:00 - 2:00 PM
Ms. Kerry McDevitt	Grade Three	mcdevittk@shermanschool.com	1:00 - 2:00 PM
Mrs. Bernadette Linero	Grade Four	linero@shermanschool.com	1:00 - 2:00 PM
Mrs. Shannon Oricchio	Grade Four	oricchios@shermanschool.com	1:00 - 2:00 PM
Mrs. Sandra Lounsbury	Grade Five	lounsbury@shermanschool.com	1:00 - 2:00 PM
Mr. Ken Palmer	Grade Five	palmerk@shermanschool.com	1:00 - 2:00 PM
Middle School			
Mrs. Michelle Baird	Grade 7-8 Language Arts	bairdm@shermanschool.com	4:00 - 5:00 PM
Ms. Victoria Lowrie	Grade 6-7 Language Arts	lowriev@shermanschool.com	2:00 - 3:00 PM
Mr. Jacob Butler	Grade 7-8 Math	butlerj@shermanschool.com	10:00 - 11:00 AM
Mrs. Victoria Butler	Grade 6-8 Spanish	butlerv@shermanschool.com	1:30 - 2:30 PM
Dr. Patricia-Ann Corso	Grade 6-8 Science	corsop@shermanschool.com	3:00 - 4:00 PM
Mrs. Elizabeth Paoli	Grade 6-8 Social Studies	paolil@shermanschool.com	2:00 - 3:00 PM
Mrs. Daniele Shook	Math Interventionist	shookd@shermanschool.com	1:00 - 2:00 PM
Mr. Andrew Tracy	Grade 6-8 Math	tracya@shermanschool.com	1:00 - 2:00 PM
Special Area Teachers and Specialists			
Dr. Belinda Badger	School Psychologist	badgerb@shermanschool.com	1:30 - 2:30 PM
Ms. Allison Blume	Health	blumea@shermanschool.com	10:00 - 11:00 AM
Mrs. Kathryn Calsetta	Occupational Therapist	calsettak@shermanschool.com	Tu/Wed/Thurs by appt.
Mr. Christopher Carlone	Music-Band	carlonec@shermanschool.com	12:30 - 2:00 PM
Ms. MariJo Ficca	School Counselor	ficcama@shermanschool.com	1:30 - 2:30 PM

Mrs. Catherine Flynn	Literacy Specialist	flynnc@shermanschool.com	12:00 - 1:00 PM
Mrs. Shaela Hillmann	Special Education	hillmanns@shermanschool.com	1:00 - 2:00 PM
Ms. Jennifer Kaminski	Physical Therapist	kaminskij@shermanschool.com	Thurs by appt.
Mr. Jim Luchsinger	Director of Technology	luchsingerj@shermanschool.com	By Appointment
Mr. Tim McGuire	Educational Technology	m McGuiret@shermanschool.com	2:00 - 3:00 PM
Ms. Sheila Reidy	Physical Education	reidys@shermanschool.com	12:00 - 1:00 PM
Mrs. Suzanne Reynolds	Special Education	reynoldss@shermanschool.com	1:00 - 2:00 PM
Mrs. Jennifer Rianhard	Math Interventionist	rianhardj@shermanschool.com	1:00 - 2:00 PM
Mr. Stephen Rianhard	STEAM Preschool-5	rianhards@shermanschool.com	1:00 - 2:00 PM
Mrs. Christine Schipul	Special Education	schipulc@shermanschool.com	1:00 - 2:00 PM
Mrs. Helen Scholl	Reading Interventionist	schollh@shermanschool.com	3:00 - 4:00 PM
Mrs. Elizabeth Scott	Preschool Special Ed	scottb@shermanschool.com	1:00 - 2:00 PM
Mrs. Heather Stilson	Special Education	stilsonh@shermanschool.com	2:00 - 3:00 PM
Ms. Krystianna Toth	Preschool Special Ed	tothk@shermanschool.com	1:00 - 2:00 PM
Mr. Steven Trinchillo	Music	trinchillos@shermanschool.com	1:00 - 2:00 PM
Mrs. Jill Vermilyea	Speech/Language Path.	vermilyeaj@shermanschool.com	2:00 - 3:00 PM
Mrs. Jessica Yagid	Art	yagidj@shermanschool.com	12:00 - 1:00 PM
Main Office Staff			
Mrs. Jane Barillaro	Special Ed. Secretary	barillaroj@shermanschool.com	By Appointment
Mrs. Linda Christie	School Secretary	mainoffice@shermanschool.com	By Appointment
Mrs. Donna Papp	Office Assistant	pappd@shermanschool.com	By Appointment
Ms. Carrie DePuy	Director of Finance	depuyc@shermanschool.com	By Appointment
Mrs. Nancy Winkler	Secretary	winklern@shermanschool.com	By Appointment
Health Office			
Mrs. Lorraine Spinetti	School Nurse	spinettil@shermanschool.com	By Appointment
Facilities			
Mr. Joe Lombardoizzi	Facilities Supervisor	lombardozzij@shermanschool.com	By Appointment

APPENDIX E

TECHNOLOGY HELP FOR FAMILIES

TECH HELP FOR FAMILIES

How to navigate
our Distance
Learning Plan

THE SHERMAN SCHOOL DISTRICT

Tech Help for Families

“How to” navigate our Distance Learning Plan

Google	
How to use multiple tabs in Google Chrome (watch this first!)	[click here]
Google Classroom	
How to get the Google Classroom app on your tablet or phone	[click here]
How to use Google Classroom for students	[click here]
How to use Google Classroom for parents	[click here]
How to enable/disable email notifications on Google Classroom	[click here]
How to submit student work in Google Classroom (grades 3-8)	[click here]
Seesaw	
How to submit student work (respond to an activity) in Seesaw (grades K-2)	[click here]
Google Meet	
How to join a Google Meet	[click here]
Kami - PDF Editor	
How to use Kami - for beginners	[click here]
How to use Kami - more advanced	[click here]
Google Calendar	
How to manage assignment due dates via Google Calendar for students	[click here]

Individual Tech Assistance

If the issue you are experiencing is not addressed, or if you require specialized assistance, please email Jim Luchsinger, Director of Technology, at luchsingerj@shermanschool.com.

APPENDIX F

A FAMILY GUIDE TO ESTABLISHING SCHEDULES, COPING WITH DEMANDS, AND MAINTAINING SELF-CARE

THE SHERMAN SCHOOL DISTRICT



ESTABLISHING SCHEDULES
COPING WITH DEMANDS
MAINTAINING SELF-CARE

A GUIDE FOR FAMILIES

BY

DR. BELINDA BADGER
SCHOOL PSYCHOLOGIST

MS. MARIJO FICCA
SCHOOL COUNSELOR

Establishing Schedules, Coping with Demands, and Maintaining Self-Care

Created by:

Dr. Belinda Badger, School Psychologist

Ms. Marijo Ficca, School Counselor

Dear Sherman Families,

During this unprecedented time, it is important for your family, as a whole, to work together to complete and respect the tasks expected of each member. Distance learning requires all students to maintain and learn new material. This is a steep learning curve for many as working from home may only have been done if a child has been sick or if the weather was inclement. This new reality of working remotely every day in cooperation with your child/children can create challenges and new ideas to consider. Having your child/children follow a school day schedule helps to promote consistency and follow-through for classwork expectations.

In an effort to help support all, below are some resources to assist in expectations, establishing routines, managing and coping with demands, and maintaining self-care.

PART 1: MANAGING WORKING FROM HOME

1. **Create a Schedule** for your child/children and yourself so that expectations are clear. Most importantly, use the schedule and follow it with focus. This will be important to keep both you and your child on task. Predictability for the family members is so integral right now.
2. **Communicate** even more than you think is necessary. Over-communicate with your colleagues and your supervisor. Share with them that you are also caretaking and homeschooling your children while working remotely so that there are no surprises. Giving a heads up before a conference call that children are in the vicinity but work is moving forward might be helpful. Especially if both parents are working remotely, proactively sharing your availability for meetings is also helpful.
3. **Set boundaries** with your children. More freedom for them with playtime, reading and screen time, will not be forever. They also need to know where your designated workspace is (table, office, etc.) so that they can respect your area and not interrupt. A physical sign that says “go” or “stop” can be helpful or even

an object placed in a specific spot that reflects similar visual cues to reinforce your work.

4. **Taking breaks** is both important and necessary to do. It is easy to not set parameters when working from home as the mindset and setting is different. Even reaching out to colleagues for support can be very helpful.
5. **Alternate shifts** with your partner or another adult in the household, if possible. Sharing responsibilities can help with burnout and everyone can be productive. If this is not an option, sticking to a strict schedule (your family created together), can keep organization and maintain a productive workday for all.

(Adapted from Courtney Connley 2020 and school psychology associations)

PART 2: SELF-CARE FOR FAMILIES

Self-Care for Families		
Emotional <ul style="list-style-type: none"> - Watch a movie - Write each other positive notes - Verbalize and talk about feelings - Journal - Try a new craft - Tell jokes and laugh 	Physical <ul style="list-style-type: none"> - Have a dance party - Go for a walk/ hike - Family bike ride - Play a sporting game (kickball, baseball, soccer, football) - Jump rope - Play hopscotch 	Spiritual <ul style="list-style-type: none"> - Make a gratitude list - Go outside - Practice mindfulness - Talk about forgiveness and empathy - Write thank-you notes - Volunteer - Use positive self-talk
Mental <ul style="list-style-type: none"> - Read together - Turn off the news/ social media - Meditate - Utilize a quiet space and time - Make vision boards - Color in a book 	Practical <ul style="list-style-type: none"> - Clean/ sanitize - Declutter - Organize a junk drawer - Assign chores - Follow a schedule/ make a routine - Complete classwork 	Social <ul style="list-style-type: none"> - Reach out to family and friends - Make dinner together - Play board/card games - Volunteer - Write notes to mail - Interview each other

(Adapted from school counseling associations)

PART 3: SELF-CARE RESOURCES FOR PARENTS

- 1) **Assess and collect teaching materials** you may have at home. This includes paper and writing supplies (pencils, crayons, erasers, etc.).
- 2) **Create a “school space”** for your child/children that they can help you set up with a clear space to do work.
- 3) **Incorporate the aforementioned “family self-care”** so that there is a balance during this time of feeling “cabin fever” and implementing social distancing.
- 4) **Allow your family’s creativity to shine.** Hands-on activities, following a recipe for baking, and playing board games can also be educational learning experiences.
- 5) **Be realistic, kind and patient with yourself.** This is a time to expect that things will not flow perfectly and it is truly o.k.
- 6) **At the end of the day, review and refine your approach or strategies.** Similar to teachers, review how you and your child/children did today. Make adjustments as needed for the next day. Remember that children thrive on both predictability and routine.
- 7) **Limit your child’s anxiety by managing your own.** This is a time of uncertainty. Dialogue with your kids without being overly dramatic about the Coronavirus, as shared by Dr. Melendez in this NASP resource, [Talking to Children about COVID-Coronavirus: A Parent Resource](#). Be mindful of talking about the Coronavirus with other adults and your child/children’s presence. Think of yourself as a leader and model for your child/children your coping skills and strength.
- 8) **Be sure you can rest and reset** at the end of the long day. Don’t skip practicing your own self-care! Contact friends and family, remove yourself from listening to the news and social media and be sure to maintain your health by eating well and sleeping.

(Adapted from materials collected by Sherman school counselor, psychologist, and associations)