



Parent Virtual Learning Instruction Manual

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Blessed Savior Catholic Schools: Virtual Instruction Plan

Overall Guidelines

During virtual teaching and learning, we will focus primarily on reading and math instruction, as well as building relationships and community with and among students. While we know all content areas are valuable, we also want to ensure that the time and work expectations are manageable and prioritized for students and families.

Communication

- Teachers will send families a “Week at a Glance” every Monday. This will include an overview of the skills/learning objectives for the week, a schedule for the week of all synchronous sessions with links, lists of student materials needed, and links to all pre-recorded asynchronous videos for each day.

Materials & Technology

Materials • During parent night students will receive a ‘virtual learning kit’ for each with materials needed for virtual learning. This will include any independent reading books, workbooks, whiteboards/markers, math manipulatives, etc. that will be used during virtual instruction.

Technology • The school will be providing Chromebooks to families who need them so that all families have access to technology. Chromebooks will be handed out during our Welcome Back Parent Night. Each family will need to sign a waiver.

Platforms

- Teachers will use Zoom for synchronous (live) sessions. All sessions will be recorded and uploaded for students who were unable to attend the synchronous session.
- K4-2: SeeSaw will be used for instruction and work submission
 - 3-8: Google Classroom will be used for instruction and work submission
- Parents and students will login to Clever to access each of the various platforms
- Additional apps such as Class Dojo, Raz-Kids, Prodigy will be on the Clever Portal

Feedback & Grading

As teachers will provide feedback to students by... • Ensuring grades and feedback are used to support learning and growth. • Provide regular and consistent feedback to students that is specific and actionable. • Grades will be submitted in gradebook weekly

Attendance & Work Submission

- In grades K4-2 teachers will document attendance daily through student engagement on SeeSaw (e.g. views, document submission, etc.)
- In grades 3-8 teachers will document attendance by commenting on teacher daily posts
- In grades 5-8 students will submit work by 8pm daily and in grades K4-3rd grade students will submit work as the teacher requests items.

Grade K4

Overall: During virtual teaching and learning, we will focus primarily on reading and math instruction, as well as building relationships and community with and among students.

Estimated Daily Instructional Minutes:

- Morning Meeting/Calendar: 30 minutes
- Math: 10 minutes student practice 30 minutes
- Reading: 20 minutes student practice 20 minutes

Math & Reading Instruction

Curriculum & Materials • Engage NY (math), Fountas & Pinnell Classroom and Foundations (ELA) will be used in Grades K4 • Teachers are expected to follow the BSCS Math Scope & Sequence • In the 'virtual learning kit' teachers assemble for each student, include a variety of texts and math manipulatives

Daily Instruction: Each of the below components will occur 5 days a week: • **Interactive Read Aloud (5-15 min):** Teachers will pre-record and post an asynchronous video that includes the daily read aloud. • **Question/Activity of the Day (10-15 min):** Teachers will post a daily task/activity and/or question of the day that supports math skills practice. These can be pulled from activities in the "Family Newsletters" mentioned in the Math Scope & Sequence. Students and families will take a picture or video of the completed task/question ticket for that day and upload it to Seesaw.

Community Meetings: • 3 days a week, teachers will host a classroom synchronous (live) Zoom meeting for the class to connect. These should be scheduled at the same time/day each week for consistency. The focus of this time is community and relationship building and/or Phonics practice. All of these should be included across the span of the week in the way that works best for the teacher and their families.

Example K4 Weekly Schedule

K4 Timing Recommendation • M/W/F community meeting/Foundations hosted synchronously •

Daily recorded interactive read-aloud posted asynchronously • Daily Question/Activity of the Day posted asynchronously

***You will receive the times from your child's classroom teacher in your "Welcome Back Packet"**

Monday through Friday:

*Community Meeting/Fundations (Synchronous- live)

*Daily Interactive Read-Aloud Video Posted (Asynchronous- recorded)
Question/Activity of the Day Posted (Asynchronous-recorded)

*Daily Interactive Read-Aloud Video Posted (Asynchronous-recorded)
Question/Activity of the Day Posted (Asynchronous-recorded)

Grade K5

Overall: During virtual teaching and learning, we will focus primarily on reading and math instruction.

Estimated Daily Instructional Minutes (for students)

- Morning Meeting/Calendar: 30 minutes
- Math: 30-40 minutes
- Reading: 30-40 minutes

Community Building

• Teachers will host a weekly class synchronous (live) meeting focused on building relationships, community, and social-emotional development. This will be on the same day of the week and time each week.

Math Instruction

Curriculum & Materials • Zearn will be used in K5 • Teachers are expected to follow the BSCS Math Scope & Sequence • All students will have their own Zearn login, Zearn workbook, and access to math manipulatives

Daily Math Instruction: Each of the below components will occur 5 days a week

• Synchronous (live) Math Lesson (20-30 min): Teachers will host a daily synchronous math lesson for the whole class. Teachers will follow the lesson plans and include fluency and the whole group lesson, but they will facilitate the lesson with the entire class instead of as a small

group. Teachers will record each daily lesson and post it for students who are absent. •
Optional Flex Day: Based on student data for the week, a teacher could choose to host 4 synchronous math lessons in a week and use the 5th day for small group sessions for remediation and support. However, this should not happen every week and is dependent on the grade-specific scope & sequence.

- Independent Zearn Digital Activities (~10 min): After the daily math lesson, students will complete the Zearn Digital Activities at their own pace.

Reading Instruction

Curriculum & Materials • Reader's Workshop and Foundations (Phonics) will be used in Grade K5 • Teachers are expected to follow the BSCS Reading Scope & Sequence

- In the 'virtual learning kit' teachers assemble for each student, including a variety of books for students to read/explore that will support the first unit of study for the school year.

Reading Instruction • Mini-Lesson & Read Aloud (15-20 min): 3 days a week, teachers will post an asynchronous video that includes the daily mini-lesson. Each mini-lesson will include the following: connection/hook, teaching point, teaching and active engagement & link. Depending on teacher preference and unit of study, this can either be pre-recorded by the teacher or posted using the Reading Workshop virtual teaching resources' student facing mini-lesson videos. • In K5, the interactive read-alouds are less aligned to the mini-lessons and are optional but recommended in virtual instruction. These read alouds could be either pre-recorded and posted asynchronously by the teacher (individually or with the mini-lesson) or read synchronously with students (and recorded and uploaded after) as another structure to promote community-building and discussion. • Independent Reading (15 min): 5 days a week, students will explore books or practice the mini-lesson skill independently in the way that works best for that skill. After finishing the task and/or demonstrating they have practiced the skill, students and families will take a picture of the reading response and upload it to Seesaw. • Foundations (15-20 min): 2 days a week, teachers will lead Foundations instruction during live, synchronous sessions. Teachers can choose to run these in small or whole groups, depending on student needs. These can also be recorded and uploaded for students to watch and practice with later. Because teachers are uploading reading videos 3 days a week, the other 2 days a week could be used for Foundations lessons.

Weekly Reading Planning • Teachers will submit their weekly calendar for the entire week for reading by Monday at 8am.

Example K5 Weekly Schedule

- Mondays community meeting hosted synchronously (live)
- Daily whole group math lesson led synchronously with independent digital lessons completed afterwards
- M/W/F recorded reading mini-lesson posted asynchronously
- T/R whole or small group Foundations (phonics) lessons led synchronously

Below is an example of a weekly schedule of virtual teaching and learning for K5:

***You will receive the times from your child's classroom teacher in your "Welcome Back Packet"**

Monday through Friday:

*Community Meeting (Synchronous- live)

*Reading Mini-lesson Posted (Asynchronous) - Optional Read Aloud

*Math Lesson Led (Synchronous-live) & Students Complete Zearn Activities after (Asynchronous)

*Foundations Lesson (Synchronous-live)

Grades 1 – 6

Overall: During virtual teaching and learning, we will focus primarily on reading and math instruction.

Estimated Daily Instructional Minutes

- Math: 90 minutes
- Reading: 60-75 minutes

Community Building • Teachers will host a biweekly class synchronous meeting focused on building relationships, community, and social-emotional development. This will be on the same day of the week and time.

Math Instruction

Curriculum & Materials • Zearn will be used in Grades 1 – 6 • Teachers are expected to follow the BSCS Math Scope & Sequence • All students will have their own Zearn login, Zearn workbook for 1 - 5, and access to math manipulatives • For Grade 6, students will have a Eureka workbook or teachers can print the Zearn workbook for students

Daily Math Instruction: Each of the below components will occur 5 days a week

- **Word Problem (5-10 min):** Teachers will pre-record and post an asynchronous video that includes the daily word problem. Teachers will follow the word problem guide that corresponds with the day's lesson. Ideally, students will view this word problem video before joining the daily math lesson.
- **Synchronous (live) Math Lesson (30 min):** Teachers will host a daily synchronous math lesson for the whole class. Teachers will follow the lesson plan for 'small group lessons', but they will facilitate the lesson with the entire class instead of as a small group. Teachers will record each daily lesson and post it for students who are absent.
- **Optional Flex Day:** In the scope and sequence, it indicates the # of flex days built into each mission. During weeks with a scheduled flex day Based on student data for the week, a teacher could choose to host 4 synchronous math lessons in a week and use the 5th day for small group sessions for remediation and support. However, this should not happen every week and is dependent on the grade-specific scope & sequence.
- **Independent Zearn Digital Lesson (~30 min):** After the daily math lesson, students will complete the aligned Zearn Digital Lesson at their own pace. The goal is for students to complete 4 digital lessons per week.
- **Exit Ticket (10 min):** After finishing the digital lesson, students will complete the daily exit ticket in their workbook. Students and families will take a picture of the exit ticket for that day and upload it to Seesaw or Google Classroom (depending on grade level).

Weekly Math Planning ● Teachers will submit their weekly calendar for the entire week for math by Monday at 8am.

Reading Instruction

Curriculum & Materials ● Reader's Workshop will be used in Grades 1 – 6 ● Foundations will be used in Grades 1 – 2 ● Teachers are expected to follow the BSCS Reading Scope & Sequence ● In the 'virtual learning kit' teachers assemble for each student, include a variety of independent reading novels that will support the first unit of study for the school year, as well as a reading notebook.

Reading Instruction ● **Mini-Lesson & Read Aloud (15-20 min):** 3 days a week, teachers will post an asynchronous video that includes the daily mini-lesson and corresponding read aloud, when applicable. Each mini-lesson will include the following: connection/hook, teaching point, teaching and active engagement & link. Depending on teacher preference and unit of study, this can either be pre-recorded by the teacher or posted using the Reading Workshop virtual teaching resources' student facing mini-lesson videos. ● Starting in grade 3, most mini-lessons require and assume a read aloud of the anchor text. These read alouds must be a component of instruction but can be either pre-recorded and posted asynchronously by the teacher (individually or with the mini-lesson) or read synchronously with students (and recorded and

uploaded after) as another structure to promote community-building and discussion. Whichever you decide, keep a consistent structure and time for read-aloud. In grades 1 & 2, the interactive read-alouds are less aligned to the mini-lessons and are optional but recommended in virtual instruction. • Independent Reading (30 min): 5 days a week, students will complete independent reading with an aligned task or skill to practice that was communicated to them at the end of the mini-lesson from that day or the previous day. After finishing the task and/or demonstrating they have practiced the skill, students and families will take a picture of the reading response and upload it to Seesaw or Google Classroom (depending on grade level). • Grades 1-2 -> Foundations (15-20 min): 2 days a week, teachers will lead Foundations instruction during live, synchronous sessions. Teachers can choose to run these in small or whole groups, depending on student needs. These can also be recorded and uploaded for students to watch and practice with later. Because teachers are uploading reading videos 3 days a week, the other 2 days a week could be used for Foundations lessons. • Grades 3-6 -> Conferencing (10-15 min): Teachers will confer with each student 1:1 biweekly at a minimum. Conference times will be scheduled at a consistent time and communicated to families at the start of each week. Because teachers are posting a mini-lesson 3 days a week, the other two days could be used for conferences. • Optional Guided Reading: Teachers could also choose to facilitate small group, synchronous guided reading sessions for students.

Weekly Reading Planning • Teachers will submit their weekly calendar for the entire week for reading by Monday at 8am.

Example Grade 1-6 Weekly Schedule

Grades 1-2 Timing Recommendation • Monday biweekly community meeting hosted synchronously • Daily whole group math lesson led synchronously with independent digital lessons completed afterwards • M/W/F recorded reading mini-lesson posted asynchronously • T/R whole or small group Foundations (Phonics) synchronously

Below is an example of a weekly schedule of virtual teaching and learning for Grades 1-2:

***You will receive the times from your child's classroom teacher in your**

"Welcome Back Packet"

Monday through Friday:

*Biweekly Community Meeting (Synchronous-live)

*Reading Mini-lesson Posted (Asynchronous) - Optional Read Aloud

*Math Lesson Led (Synchronous-live) & Students Complete Zearn Activities after (Asynchronous)

*Foundations Lesson (Synchronous)

Grades 3-6

Timing Recommendation • Monday biweekly community meeting hosted synchronously

- Daily whole group math lesson led synchronously with independent digital lessons completed afterwards
- M/W/F recorded reading mini-lesson posted asynchronously
- T/R 1:1 conferring led synchronously

Below is an example of a weekly schedule of virtual teaching and learning for Grades 3-6:

***You will receive the times from your child's classroom teacher in your "Welcome Back Packet"**

Monday through Friday:

*Biweekly Community Meeting (Synchronous)

*Reading Mini-lesson & Read Aloud Posted (Asynchronous)

*Math Lesson Led (Synchronous) & Students Complete Zearn Activities after (Asynchronous)

Grades 7 – 8

Overall: During virtual teaching and learning, we will focus primarily on reading and math instruction.

Estimated Daily Instructional Minutes

- Math: 90 minutes
- Reading: 90 minutes

Community Building • Teachers will host a biweekly class synchronous meeting focused on building relationships, community, and social-emotional development. This will be facilitated by the reading & math teachers together and be held on the same day of the week and time.

Math Instruction

Curriculum & Materials • Engage NY will be used in Grades 7 – 8

- Teachers are expected to follow the BSCS Math Scope & Sequence
- All students will have their own Eureka workbook and access to math manipulatives

Daily Math Instruction: Each of the below components will occur 5 days a week

- Synchronous Math Lesson (30-45 min): Teachers will host a daily synchronous math lesson for the whole class. Teachers will follow the Engage NY Lesson Plans and Scope & Sequence. Teachers will record each daily lesson and post it for students who are absent.
- Problem Set & Exit Ticket (30-45 min): After the daily math lesson, students will complete the daily problem set and exit ticket in their workbook. Students will take a picture of the exit ticket and selected items from the problem set for that day and upload it to Google Classroom.

Weekly Math Planning ● Teachers will submit their weekly calendar for the entire week for math by Monday at 8am. Plans will be uploaded into the teacher's corresponding lesson plan Google drive folder and shared with their building principal.

- Plans will include the following for each day: date, lesson #, materials/manipulatives needed, the time of day and link for any synchronous sessions that will be held, and any students who are struggling and notes about what different support they might need.

Reading Instruction

Curriculum & Materials ● Reader's/Writer's Workshop will be used in Grades 7 – 8

- Teachers are expected to follow the BSCS Reading Scope & Sequence

- In the 'virtual learning kit' teachers assemble for each student, include a variety of independent reading novels that will support the first unit of study for the school year and a reading notebook.

Reading Instruction: Each of the below components will occur 5 days a week:

- Mini-Lesson & Read Aloud (15-20 min): 3 days a week, teachers will post an asynchronous video that includes the daily mini-lesson and corresponding read aloud. Each mini-lesson will include the following: connection/hook, teaching point, teaching and active engagement & link. Depending on teacher preference and unit of study, this can either be pre-recorded by the teacher or posted using the Reading Workshop virtual teaching resources' student facing mini-lesson videos.
- Most mini-lessons require and assume a read aloud of the anchor text. Read alouds must be a component of instruction but can be either pre-recorded and posted asynchronously by the teacher (individually or with the mini-lesson) or read synchronously with students (and recorded and uploaded after) as another structure to promote community-building and discussion. Whichever you decide, keep a consistent structure and time for read-aloud.
- Independent Reading (45-60 min): 5 days a week, students will complete independent reading with an aligned task or skill to practice that was communicated to them at the end of the mini-lesson from that day or the

previous day. After finishing the task and/or demonstrating they have practiced the skill, students and families will take a picture of the reading response and upload it to Google Classroom. • Conferring (10-15 min): Teachers will confer with each student 1:1 biweekly at a minimum. Conference times will be scheduled at a consistent time and communicated to families at the start of each week. • Optional Guided Reading: Teachers could also choose to facilitate small group, synchronous guided reading sessions for students.

Weekly Reading Planning • Teachers will submit their lesson plans for the entire week for reading by Monday at 8am.

Example Grade 7-8 Weekly Schedule

Grades 7-8 Timing Recommendation • Monday biweekly community meeting hosted synchronously • Daily whole group math lesson led synchronously • M/W/F recorded reading mini-lesson posted asynchronously • T/R 1:1 conferring led synchronously

Below is an example of a weekly schedule of virtual teaching and learning for Grades 7-8:

***You will receive the times from your child's classroom teacher in your**

"Welcome Back Packet"

Monday through Friday:

*Biweekly Community Meeting (Synchronous)

*Reading Mini-lesson & Read Aloud Posted (Asynchronous)

*Math Lesson Led (Synchronous) & Students Complete Problem Set & Exit ticket after (Asynchronous)

*1:1 Reading Conferring (Synchronous)

Technology Acceptable Use Policy (Located in Parent/Student Handbook Page 38)

The use of technology resources at Blessed Savior Catholic School is a privilege, not a right. The privilege of using the technology resources provided by Blessed Savior is not transferable or extendible by students to people or groups outside Blessed Savior and terminates when a student is no longer enrolled. This policy is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources.

Blessed Savior will use technology protection measures to block or filter content that is not safe, not educational, and not Christ-centered. Blessed Savior reserves the right to monitor users' online activities and to access, review, copy, store or delete any electronic communication or files and disclose them to others as it deems necessary. At any time, any of the Blessed Savior staff can review and/or delete any file from the network in order to maintain system integrity or to enforce this acceptable usage agreement. Users should have no expectations of privacy regarding their use of Blessed Savior property, network, and/or internet access or files, including email.

If a person violates any of the tenets named in this policy, privileges may be terminated, access to the school's technology resources may be denied, and the appropriate disciplinary action shall be applied. Violations may result in disciplinary action up to and including suspension or expulsion for students. When applicable, law enforcement agencies may be involved.

Parent/Guardian Responsibilities

- Talk to your children about the values and standards that they should follow on the use of all media such as television, telephones, movies, and radio.
- Remind your children that misuse or damage to school owned technology is the financial responsibility of the family and that great care should be taken to treat the equipment properly.

School Responsibilities

- Provide Internet and email access to all students.
- Provide Internet blocking of inappropriate materials while on the school's network.
- Provide network data storage areas. Blessed Savior reserves the right to review, monitor, and restrict information stored on or transmitted via school-owned equipment and to investigate inappropriate use of resources.
- Provide staff guidance to aid students in doing research and help assure student compliance with the Acceptable Use Policy.
- Help ensure that any pictures, video, and audio recordings of any student or staff member are allowed only for school related purposes and with written consent.

Student Responsibilities

- Using all technology devices in a responsible and ethical manner.
- Obeying general school rules concerning behavior and communication.
- Using all technology resources in an appropriate manner so as to not damage school equipment.
- Use of any information obtained via Blessed Savior's designated Internet system is at your own risk. Blessed Savior ' s specifically denies any responsibility for the accuracy or quality of information obtained through the Internet.
- Monitoring all activity on their account.
- If a student receives an email or any other message containing inappropriate or abusive language or if the subject matter is questionable, they should inform the school administration.

Responsible Use of Blessed Savior Catholic School Home Use Issued Chromebooks

Responsible Use

This document is designed as a guideline for students of Blessed Savior Catholic Schools for the responsible use of Blessed Savior Catholic School issued technology. This includes, but is not limited to, Blessed Savior Catholic School Chromebooks, accounts, networks, etc.

All Blessed Savior Catholic School rules, regulations, policies, and behavioral expectations apply when using Blessed Savior Catholic School issued technology regardless of your location.

Damage / Liability

Users may be responsible for compensating Blessed Savior Catholic School for losses, costs (including investigation costs), or damages incurred for violations of school rules and policies, including the guidelines laid out in this document. Blessed Savior Catholic School assumes no responsibility for any unauthorized charges or costs incurred by users while using school computers, devices, or the school network.

Prohibited Use

Unacceptable uses of Blessed Savior Catholic School technology include, but are not limited to:

1. Illegal Activities
2. Accessing or Communicating Inappropriate, Offensive, or Obscene Materials or Messages
3. Violating Copyrights or Software Licenses
4. Plagiarism
5. Cyberbullying
6. Misuse of Passwords or Unauthorized Access
7. Avoiding School Filters
8. Employing Blessed Savior Catholic Schools resources for commercial purposes

Privacy

All Blessed Savior Catholic School issued technology remains the property of Blessed Savior Catholic School. Blessed Savior Catholic School retains the right to access and review all electronic communications, transmissions, etc. contained in or used in conjunction with Blessed Savior Catholic School issued technology. Students should have no expectation that any information contained on such systems is confidential or private.

Print Student Name

Student Signature

Parent Signature

Blessed Savior Catholic School: Lending Device Agreement

Parent Responsibilities	Student Responsibilities
<ul style="list-style-type: none">● I understand that Chromebook/laptop usage shall be solely for school related assignments and coursework. Students must abide by Blessed Savior's Acceptable Use Policy when using their device at home.● I will supervise my child's use of the device.● I will discuss our family's values and expectations regarding the use of the Internet at home and will supervise my child's use of the Internet.● I will take full responsibility for my child's Internet use at home.● I will report to the school any problems with the device or accessories in a timely manner.● I agree to make sure the device, and any accessories are returned to the school in good working condition when requested at the end of this school closure.● I take full responsibility for the device assigned to my child. If lost, stolen or damaged through negligence, vandalism, or failure to follow the proper care guidelines, I am responsible for the cost of repair or replacement.	<ul style="list-style-type: none">● I understand that Chromebook/laptop usage shall be solely for school related assignments and coursework. Students must abide by Blessed Savior's Acceptable Use Policy when using their device at home.● I understand that the use of a Blessed Savior device is a privilege which may be rescinded at any time.● I understand that the device is for my own use. I will never loan it to another individual.● I will charge my device battery daily.● I will keep food and beverages away from my device.● I will not alter any settings, disassemble any part of my device, hacking it, or attempt any repairs myself.● I will use my device in ways that are appropriate and meet Blessed Savior's behavior expectations.● I will not place decorations (such as stickers, markers, etc.) on the device.● I understand that my device is subject to inspection at any time without notice and remains the property of Blessed Savior.● I will notify my teacher or other staff member immediately if my device is damaged, lost or stolen.● I will be responsible for all damage or loss caused by neglect or abuse.● I agree to return the device, and any accessories in good working condition.

Clever Instructions for Students and Parents

What is Clever?

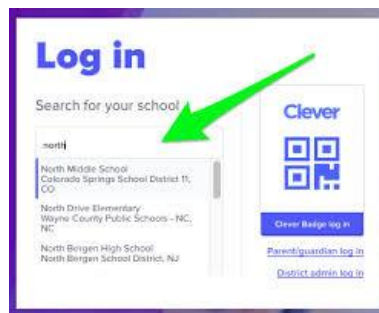
Clever is an easy way for your child to log in and learn with all of the online programs they use at school. With their own personal portals, students can learn with resources selected by their teacher and district. Schools use Clever so students can have all of their digital resources in one place. Clever also eliminates the need to remember multiple usernames and passwords.

Why Clever?

Clever is the “one stop shop” for your child to access ALL of their virtual learning applications in one place. This means that your child no longer has to type in all of the different websites. Instead, they will simply login with their username and password, and will be taken directly to every application they need to access their instruction daily.

How can my child log in to Clever?

Your student can visit clever.com/login and find Blessed Savior OR they can login directly at <https://clever.com/in/blessedsaviorcatholicschoolwildcats> and use their login info. If your child has a borrowed Chromebook from Blessed Savior, they will automatically be taken to the Clever portal, as soon as they open up google chrome as the web browser.



Portal:

As soon as your child has logged into Clever, they will be taken to the Blessed Savior portal. On this portal you will find our school website, Facebook page, and learning apps that are to be used during virtual learning. In addition, your child will see their teacher’s homepage where teachers will upload additional learning apps that students may use as assigned by their teacher.



Zoom Instructions for Students and Parents

Before you ZOOM:

1. You will need your computer, Chromebook, tablet, or smartphone,
2. You will receive a notification from your teachers with a 9-digit meeting ID that you can use to join your class.
3. Make sure ZOOM is downloaded onto your device and/or smartphone (download from an app store).

To Join a ZOOM:

1. Join the meeting by clicking on a ZOOM link provided by your teachers (join.zoom.us).
2. Follow the prompts to download and run ZOOM.
3. Enter your meeting ID if you are prompted to do so.
4. Click to join the audio conference.
5. When you are in the meeting, you may click on the start video button to turn on the camera on your device.

ZOOM Controls:

Using the icons along the bottom of the screen you can-

- Mute/Unmute your microphone - your teacher may ask you to mute your microphone during the lesson to limit background noises. You can un-mute your device to ask your teacher a question.
- Turn on/off your camera - turning your camera on allows your teacher to see you and know you are following along with them.
- Invite - invite other students to your class using their email address or phone number.
- View participant list - this opens a list of all the students logged into the classroom. This also has an option to 'raise your hand.' If you click to raise your hand, it will notify your teacher so they can talk to you.
- Share screen - this allows your teacher to share their computer screen with you.
- Chat - this opens a chat window where the teacher can see any questions you may have and respond to you

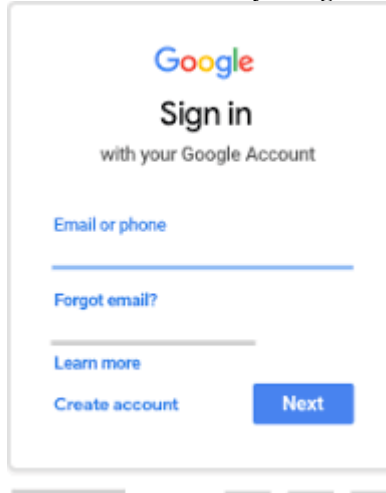
What you will see from a computer:



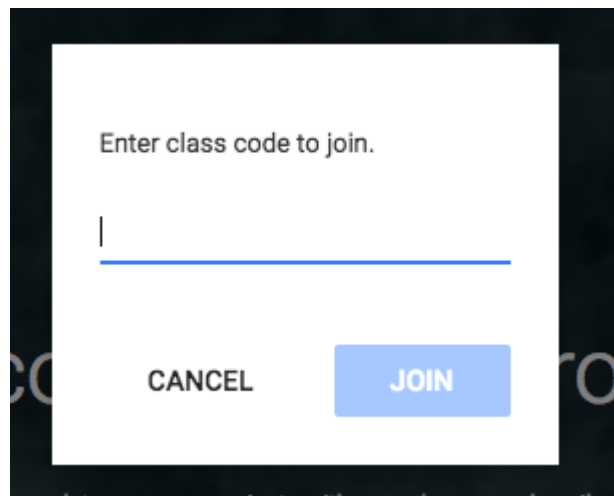
If you have any questions, please email your teacher directly.

Google Classroom Instructions for Students and Parents

1. Using your internet browser go to classroom.google.com. Enter your child's email address and password and select next (this information will be in your child's "Welcome Back Packet"). You must be logged in to your child's blessedsavior.org account in order to access any Google classroom.



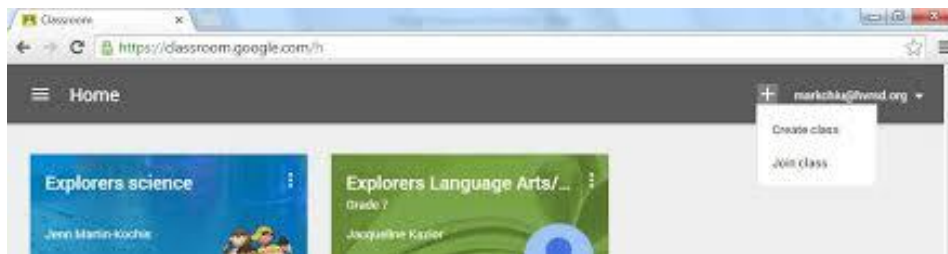
2. Once you are logged in and on the classroom.google.com site, enter your child's classroom code, if their classroom does not appear already (this information will be given to you by your child's teacher).



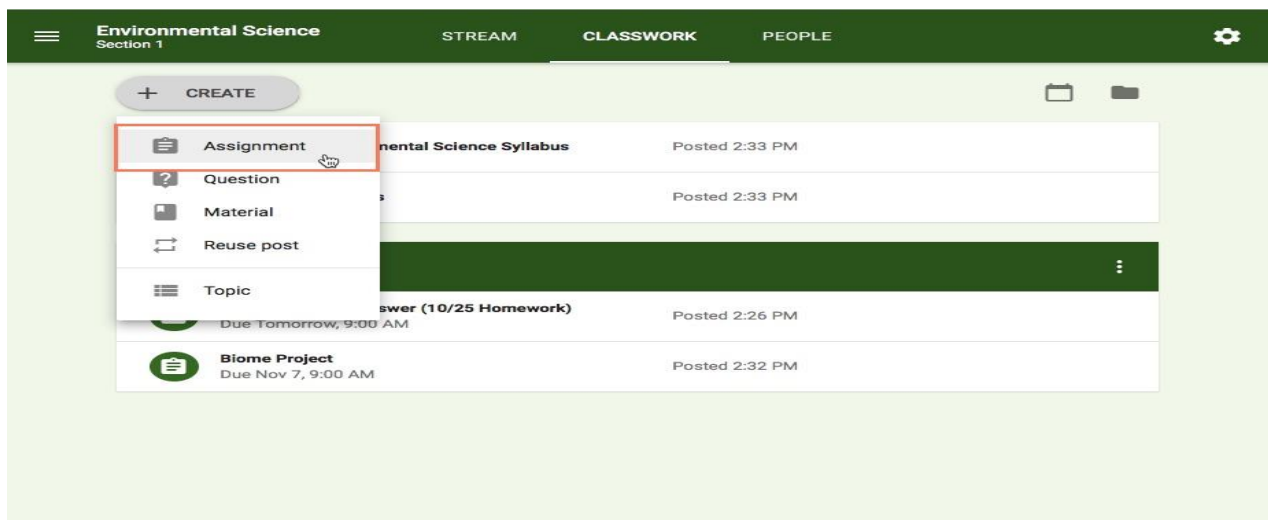
4. Select "Classroom" on your Google Classroom home screen.



5. The classrooms that you are now joined to will now be one screen. The next time you use classroom.google.com, this will be the “home screen”.



6. Your child should select the specific classroom they are to complete assignments for and hit submit once the assignment is completed.



report for test article has been added.

Assignment: test homework

DUE AUG 23

ADD CREATE TURN IN

- Google Drive or create can be viewed and commented on by your teacher.
- Link
- Upload File

report for test article
Google Docs

Add a comment...

SeeSaw Instructions for Students and Parents



Seesaw is a simple way for teachers and students to record and share what's happening in the classroom. Seesaw gives students a place to document their learning, be creative and learn how to use technology.

Each student gets their own journal and will add things to it, like photos, videos, drawings, or notes. When there are new Seesaw posts, families can be notified via app notification, email or SMS.

Parents are only notified about their own child's work, and all data is safe and secure.

STEP 1: Get Connected

Go to app.seesaw.me OR

Download the Seesaw Class App for Your Child

OR login through Clever and select the app from our homepage

Your child will use the Seesaw Class app for home learning.

✓ **Laptops + Computers: Visit app.seesaw.me**

✓ **Tablets + Mobile Devices: Download or update the Seesaw Class app in your device's app store. If you already have the app, make sure it is updated**

STEP 2: Help Your Child Log In to Seesaw

Click 'I'm a Student'

Log in as directed by your student's teacher or school:

✓ Your child may log in with an email address, Google account, or Clever badge

✓ Your child may log in with a Home Learning Text or QR Code

STEP 3: Explore Learning Resources from Seesaw

All resources are available in English and Spanish:

✓ Learning at Home Tips for Families

✓ Home Learning Ideas that Don't Require Technology

✓ Sample Daily Schedule