



## **Family Guide to Remote Learning 2020-2021 School Year**

*The faculty and administration of the school have created this document in an effort to share our philosophy regarding remote learning. Families are encouraged to read this document and review the information, as age-appropriate, with their child. If parents have questions about the information that follows, please contact Mrs. Martin.*



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## Goals of Remote Learning

### Continue learning

- This looks different for each grade, as each will create a remote learning framework to guide the expectations of faculty, students, and families.
- Teachers design units and lessons that teach and enable the practice of key skills using remote technologies and non-technology-based tools.
- The school's objective is not to take physical school and move every aspect of it to a remote learning environment. Instead, the school deems continuity of learning and participation by students as fundamental to the remote learning philosophy, and those outcomes guide Corpus Christi's remote learning processes.

### Utilize existing technology tools

- Our remote learning plan encompasses technology tools already used by the classroom teachers, including the Google Suite (Gmail, Docs, Sheets, Classroom, and Hangouts), Pearson Realize, Accelerated Reader, and more.
- Teachers may draw on other familiar resources as well, such as IXL, Nearpod, and others.

### Maintain community and connection

- Through online announcements and regular check-ins, the faculty and staff hope to help students maintain a sense of connection to their school community.

### Support the creation of family routines

- Throughout the remote learning process, it is important for families to establish learning routines, as this constant helps children adapt to their changed learning environment.

## How Remote Learning Works at Corpus Christi Catholic School

### Google Classroom

- Our school uses Google Classroom as its learning platform for PK-8 grade.
- Login instructions and navigation will be reviewed with students at the beginning of the school year.
- The Classroom platform will be utilized by the teachers on a day to day basis so a transition to remote learning will be seamless.



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- Families can contact our technology coordinator ([cmerritt@ccscatholic.com](mailto:cmerritt@ccscatholic.com)) if they are having difficulty logging into Google Classroom or if they have questions about login information.
  - Students will be asked to bring their own device to school at the beginning of the school year so they can understand how the platform may look different when accessing from different devices.
  - Every Google Classroom page will be organized the same in each subject area and grade level.
  - There will be a common area to locate the student's daily checklist.
  - Work will be submitted in a similar fashion for each teacher.
    - Teachers will undergo professional development at the beginning of the school year to learn to better streamline and organize their classroom pages.

### **Zoom/ Google Meet**

- Teachers at all grade levels may use Zoom or Google Meet to meet with students in real-time.
- These meetings serve one of three purposes - to connect students and teachers; to engage students with content, and to provide instruction of new content.
- The sessions may sometimes be recorded and those not present will be responsible for watching the recording.

### **Schedule of Assignments**

- Monday through Friday, homeroom teachers and special-area teachers will assign activities.
- As age-appropriate, these assignments are graded and participation is required to receive a passing grade. (see note on grading below)
- Homeroom teachers assign work in core subjects. Special-area teachers may assign activities for the following subject areas:
  - Art
  - Spanish (3-8)
  - Music
  - Physical Education
  - Library

### **Retrieving and Submitting Assignments**

- Families and/or students should check their Google Classroom for information about the day's learning activities.
- Assignments should be posted by 8:15 AM each day. (They may be posted early.)



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- Students should make every effort to turn in their assignments at the time assigned by their teacher.

## Daily Expectations of Students During Remote Learning

### PreK2-PreK4:

- Families of early childhood students will receive each day's assignments via email/google classroom.
- Assignments for students are not mandated, but families are encouraged to help their children participate in daily assignments.
- Zooms and/or Google Meets will be held on a regular basis.
- Packets may be given for preschool children as needed.

### K-8:

- At the start of each day, students/families should check Google Classroom for information about the day's learning activities.
- Students will be given a Zoom/Google Meet Schedule designed for remote learning and should make every effort to be present during live sessions.
- Students should complete the assigned activities, with family assistance as needed.
- Students should turn in their assignments at the time assigned by their teacher.
- Assignments are designed to help students feel successful and to review grade-level content standards.
- The content of lessons, activities, and assignments may change as students become comfortable and confident in an online learning environment.
  - Kindergarten-2nd grade students should expect at least three hours of engagement/work each day.
  - 3rd-5th grade students should expect at least four hours of engagement/work each day.
  - 6th-8th grade students should expect 5-6 hours of engagement work each day.

Teachers of all grade levels have been asked to be mindful of screen time.

### Assessment of Work/Attendance

- It is critical that students check their google classroom account every day.

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- Every effort should be made to attend class Zoom meetings and participation in class discussion threads is required. This is how attendance will be documented. If unable to attend scheduled meetings, the parent should notify the teacher.

### **Grading**

- If assignments are not completed successfully and by absolute deadlines, a zero may be given.
  - The assignment can be completed for partial credit if agreed upon by the teacher.
- Tests can be graded for accuracy as they are generally in an “open notes” format.
- Middle school and intermediate students (4-8) should be reminded of plagiarism.
  - If a teacher can prove that a child copy and pasted directly from the Internet, the grade will result in a zero. The child may redo the assignment for half credit.
- Teachers should post grades in Rediker no later than five days from the assignment due date.
  - Technology will be utilized by uniting Rediker with Google Classroom so assignments submitted to the classroom that are automatically graded will transfer simultaneously to Redker.

### **Helping Students Maintain a Daily Routine During Distance Learning**

Families are encouraged and recommended to create a schedule and maintain a routine. There are many formats being shared online that families can use as starters. Below is a portion of a blog post written by Dr. Cathy Schaefer, a licensed school psychologist with a specialization in Early Childhood Studies, that may help families craft a schedule.

- Wake up at a set time every day.
- Get ready for the day. Everyone needs to change out of their pajamas. Staying in pajamas continues the mindset of a lazy day.
- Set a schedule for the day that incorporates academic time, leisure activities, physical activity, and alone time.
- Write or print the schedule where everyone can see it. Just as important as making the schedule, is making sure that everyone knows what to expect for the day. Routine gives children a feeling of stability in what is arguably, a very unstable time. It also eliminates constant questioning of what they need to do next or interruptions when you are also trying to complete your own work at home.
- Put away the phones during academic time.



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## Maintaining Community

### Online Communication

- Students are taught that all online communication should be thoughtful and polite.
- Communication with others during remote learning is considered academic in nature, and as such, the expectation is that students' academic communication is respectful and words are written using age-appropriate language.
- Online behavior should be guided by our technology acceptable use policy (AUP)

### Grade-level Communication

- Each grade will post a weekly newsletter.
- The purpose of the newsletter is to connect with families and to share information relevant to students in the grade.

### Phone Communication

- Specialty teachers and assistants will assist the homeroom teachers with weekly wellness check-in calls to families.
- The purpose of these calls will be to ensure that families are successfully navigating the remote learning activities and to see if the students need help completing the assignments or accessing the technology.

### Contact Information

- Please do not hesitate to contact the following individuals should you need their assistance with any matter during distance learning:
  - School Nurse
    - Sandy Daigle/[sdaigle@ccscatholic.com](mailto:sdaigle@ccscatholic.com)
  - Counselor
    - Emily Ryan/[esmith@ccscatholic.com](mailto:esmith@ccscatholic.com)
  - Technology Coordinator
    - Corey Merritt/[cmerritt@ccscatholic.com](mailto:cmerritt@ccscatholic.com)

### Parent Education/Resources

- Learning opportunities will be available for parents at the beginning of the school year on how to:
  - Access Parent Portals and check grades



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- Access and navigate Google Classroom, including ensuring parents are signed up to receive notification emails.
  - A distance learning website is provided for parents and students with helpful resources and video demonstrations. It can be found at:  
<https://cmerritt02.wixsite.com/ccsdistanceed>
  - Parents who have concerns over student device access should contact their child's teacher to inquire about device availability during remote learning.

### **Teacher Work Hours**

- Teachers are available weekdays between the hours of 8:00 a.m. and 4:00 p.m. via email for any questions families might have. However, just as many families are adjusting to working from home, teachers are as well. Depending on their personal obligations, they may also be responsible for caring for their own children during the school day, and those responsibilities may at times limit their availability. Patience is key as everyone adjusts to the new school-day rhythm.