

---

# Distance Learning Plan

---



We are committed to making sure that students continue to experience the care and commitment of our faculty and the routine of daily learning, even in the event of school closure. We must acknowledge that our approach to distance learning cannot replicate the magic that happens when school is in regular session (the invaluable social interactions and mediation, real-time, in-person feedback, community and extracurricular events, and so on). However, we do contend that quality learning can occur from a distance.

The purpose of this document is to describe the actions that our school will take to continue instruction during this extended campus closure. We endeavor in our Distance Learning Plan (DLP) to accomplish three goals PK-8 within a flexible framework:

- Student-Teacher Contact Time (Virtual, telecommunication, video)
- Online Content Delivery and school curriculum pick up and drop off
- Online and hard copy monitoring of Student Progress/Student Assessment

It is our intention with the DLP that we continue to live our mission, vision, and strategic plan, which together assert that we will consider the well-being and growth of the whole child. The act of creating this DLP provides us with a unique opportunity to reinforce what we assert through our founding documents.

The Principal will periodically send email updates to parents and faculty/staff apprising them of any pertinent information about when our school might reopen for regular classes. As with the decision to close campus, the decision to reopen school for regular classes will be made with close consultation with the pastor, the Archdiocese of Seattle, School Commission and Department of Health.

With regard to the school's core technological and communications systems, our school offers the following FAQs to describe how we will communicate and manage learning in the event this DLP is implemented.

**How will our school communicate with parents, students, and faculty/staff in the event of an extended campus closure?**

Our school will continue to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. All of these systems are remotely accessible.

Channel	Audience	Description & Access
Email	Faculty, Staff, Parents, Students	(Email) will be used for all major communications and announcements, including those from the Principal and teachers. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well. Please make sure all parent emails are up to date and correct.
ParentSquare	Faculty, Staff, Parents	ParentSquare is our online intranet for closed communication between staff and families. We will use ParentSquare for document and video postings.
Google	5th-8th grade	Google GSuite (including Gmail, Docs, Classroom, etc.) will continue to be the platform used by our Middle School.
Alma	K-8	Our online Student Information System (SIS) where you can check student assignments and progress. <a href="http://www.stjoeschehalis.getalma.com">www.stjoeschehalis.getalma.com</a>
Zoom	Students across all grades	Zoom is an online video conferencing platform that allows for live group meetings, hosted by teachers.
Accelerated Reader (AR/STAR)	Staff and students K-8	AR will be accessible to students without time restrictions. The website for AR is <a href="https://hosted3.renlearn.com/297665">https://hosted3.renlearn.com/297665</a>
Houghton Mifflin Harcourt (HMH) GO Math!	Students grade K-6	Teachers will provide online login and assign math assignments to students in grades K-6.
Readworks	K-8	<a href="http://Readworks.org">Readworks.org</a> is a site teachers may use with specific age appropriate and grade level reading material that is cross curricular for students.
<a href="https://www.khanacademy.org/">Khan Academy</a>	1-8	Organized by topic, the site includes math (1-8), science, technology, economics, art, and test prep. Each topic includes lectures delivered via YouTube videos.

		Students can use the site independently, or parents can create a parent account, then set up student accounts from which they can track their child's progress.
<a href="#">Easy Peasy All-in-One Homeschool</a>	K-12	is a free online resource created by homeschooling parents for homeschooling parents. It contains full homeschool curriculum from a Christian worldview
<a href="#">Ambleside Online</a>	K-12	The program provides a list of books that families will need for each level. The books cover history, science, literature, and geography. Parents will need to choose their own resources for math and foreign language. Ambleside also includes picture and composer studies. Children will do copywork or dictation on their own for their level, but no additional resources are needed since the passages can be taken from the books they're reading. Ambleside Online even offers an emergency-plan curriculum for families homeschooling in the midst of crisis or natural disaster.
<a href="#">Crash Course</a> <a href="#">Crash Course Kids.</a>	K-8	Crash Course is a top-rated youtube channel for older kids. The video series covers topics such as science, history, economics, and literature.  CrashCourse Kids for younger students
<a href="#">Starfall</a>	K-3	Starfall is another free resource that has been around as long as my family has been homeschooling. Launched in 2002, the website now includes an app for smartphone and tablet users. Originally started as an online reading instruction program, Starfall has expanded to include math skills for young learners.
<a href="#">Study.com</a>	K-12	specializes in online learning are already touting their services to schools, offers courses used by home-schooled students,
<a href="#">Time4Learning</a>	Pre-K-12	An award-winning, online curriculum for PreK through 12th grade covering math, language arts, science, and social studies. With flexible scheduling, student-paced learning, automated grading & more,

### **Cautions**

Many subjects, such as math, require that new concepts are built on previously learned and mastered concepts. Printing off random free math printables is likely not going to ensure a strong foundation. However, if parents have a plan in mind for the concepts a child needs to learn and the order in which he needs to learn them, they may be able to successfully pull together the right series of free resources.

Resources should have a purpose in teaching a concept that the child needs to learn. Using a typical course of study guide can help make the best choices at each stage of learning.

Some vendors may also make their products (or product samples) available for purchase as a pdf download. Usually, these downloads are intended only for the purchaser.

## **How will our school ensure that students have access to these tools from off-campus?**

Most of our technology tools are not device-specific, which means students will be able to access learning through nearly any electronic device. Students will be asked to utilize home electronic devices to access these tools. If your family does not have access to a laptop, computer, or tablet, please notify the school and you will be allowed to sign out iPads from the school provided that you sign a waiver and the iPad is returned in similar condition (lost, broken or stolen iPads are subject to a fee). Please note that we have a limited number of devices. Please only sign out this device if it is necessary. If you do not have wireless, we can recommend using a hotspot and data from your phone.

<https://www.pcmag.com/how-to/how-to-turn-your-phone-into-a-wi-fi-hotspot>

## Eight Distance Learning Guidelines for Teachers

---

*The transition to distance learning will not be simple or easy. Teachers will need to think differently about how to communicate, give instruction, and provide feedback, how to design lessons and assignments that are authentic and meaningful, and how to ensure students continue to collaborate and communicate with others. The eight guidelines provided below are intended to help teachers across all grade levels reflect on challenges they'll confront in shifting to distance learning.*

### **1—At our school, we know our students and they know we care**

Our commitment is to nurture relationships and demonstrate deep care for our students and one another. In the event of a crisis that leads to implementation of this DLP, your students may be stressed or worried. Before diving into curriculum, take the time to assess your students' mental, physical, and emotional wellbeing. How are they doing? How are their families?

### **2—Evaluate your students' conditions for distance learning**

While most students will have reliable online access at home and the necessary devices to shift to distance learning, others will not. Teachers should remember that each family's circumstances will vary and they should avoid assumptions about limitations or restrictions students are facing. Ask your students and/or their parents whether their online access is reliable and what devices the student has at their disposal. Determine which students will need to sign out a device. Open a dialogue with students and families and avoid assumptions that all students' circumstances are the same.

### **3—Stick with the familiar**

Especially in the first weeks after moving to this DLP, teachers should continue using existing communication channels and learning management systems. In other words, **stick with what's familiar to your students.** Teachers should remember that while many students will thrive with distance learning, others will struggle.

### **4—Less is more**

One challenge confronting teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers need to take a less-is-more perspective, including the pacing of lessons and volume of assignments and assessments.

### **5—Seize the moment; embrace new opportunities and possibilities for your students**

Years or decades from now, how will our students remember the emergency that resulted in school closure? While distance learning should attempt to bring some normalcy and routine to students' lives, teachers shouldn't ignore the opportunities resulting from school closure either. Teachers might require students to keep a daily journal or diary for the duration of the crisis. Personal journaling and/or other creative writing assignments can help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. Moreover, the crisis might also provide other real-life opportunities to study scientific phenomena associated with the crisis, and media/government responses.

**6—Design asynchronous learning experiences**

When school is closed and students are learning from various locations, teachers can still connect them asynchronously (not all students at the same time). For example, Middle School teachers can use familiar discussion forums/thread or tools to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.

**7—Design synchronous learning experiences**

When it comes to student engagement and learning, relationships matter as much online as they do in person. Collaboration remains important and there are many ways teachers can foster it through synchronous (all students at the same time) learning. This is a good time for discussion, class meetings, sharing, show and tell, and more.

**8—Think differently about assessment**

Assessment is one of the most challenging adjustments for teachers new to online learning. Distance learning should be seen as an opportunity for students, individually or collaboratively, to complete writing assignments, design infographics, make video presentations, or complete oral assessments via video chat. Teachers are encouraged to **think differently about the frequency and end goal of assessment** instead of forcing a traditional assessment method that doesn't fit distance learning.

*The guidelines above are modeled directly on the DLP of the American International School of Japan and 'Iolani School, with our gratitude.*

## Ten Guidelines for Parents Supporting Distance Learning

---

*The transition to distance learning may be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with distance learning, while others may struggle. The ten guidelines provided below are intended to help parents think about what they can do to help their children find success in a distance learning environment.*

### **1—Establish routines and expectations**

From the first day our school implements its DLP, parents need to establish routines and expectations. We encourage parents to set regular hours for their children's school-work. We suggest students begin their studies at 8:30 a.m. Keep normal bedtime routines for younger children and expect the same from your older-aged students, too. (Don't let them stay up late and sleep in!) Your children should move regularly and take periodic breaks as they study. It is important that parents set these expectations for how their children will spend their days starting as soon as distance learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.

### **2—Define the physical space for your child's study**

Your child may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time, as will be the case if this DLP is implemented. We encourage families to establish a space/location where their children will learn most of the time. This should be a public/family space, not in a child's bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible.

### **3—Monitor communications from your children's teachers**

Teachers will communicate with students/parents through email, when and as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. When you need to contact teachers, please remember that teachers will be communicating with many students as well as other parents and that communications should be essential, succinct, and self-aware. We also encourage parents to have their 5th-8th aged children explain the online platforms their teachers are using.

### **4—Begin and end each day with a check-in**

Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask what is your child learning today? What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents (that's normal!), but they should nevertheless. Parents should establish these check-ins as regular parts of each day. Not all students thrive in a distance learning environment; some struggle with too much independence or lack of structure. These check-in routines need to be established early, before students fall behind or begin to struggle.



**5—Take an active role in helping your children process and own their learning**

In the course of a regular school day, your son or daughter engages with other students or adults dozens if not hundreds of times. These social interactions and opportunities for mediation include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments. Human beings learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, if possible parents should regularly circle back and engage with their children about what they're learning.

**6—Establish times for quiet and reflection**

A huge challenge for families with multiple children will be how to manage all their children's needs, especially when those children are different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling headphones (no music necessary!) to block out distractions.

**7—Encourage physical activity and/or exercise**

Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. It is important for parents to model and encourage exercise! Think also about how your children can pitch in more around the house with chores or other responsibilities. Don't let your children off the hook – expect them to pitch in!

**8—Remain mindful of your child's stress or worry**

One thing is for certain: our school will only implement this DLP if a serious emergency has occurred. Should this happen, it is imperative for parents to help their children manage the worry, anxiety, and range of emotions each may experience. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide. Please reach out to your child's teacher or contact us should you feel your child needs a counselor if they are expressing extreme worry.

**9—Monitor how much time your child is spending online**

Our school does not want its students staring at computer screens for 7–8 hours a day. We ask that parents remember most teachers are not experts in distance learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. Administrators or teachers will periodically check in with you to assess what you're seeing at home and what we need to adjust. We thank you in advance for your patience and partnership!

**10—Keep your children social, but set rules around their social media interactions**

There's always excitement and uncertainty when there is a significant change to a routine, like school. If our school implements this DLP, the initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help your children maintain contact with friends and see them in person when circumstances permit. Please also monitor your children's social media use, especially during an extended school closure. Older students will rely more on social media to communicate with friends. We ask parents to monitor their children's use of social media. Remind your children to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. A student's written words and tone can sometimes offend or cause harm to others.

## Roles & Responsibilities During Distance Learning

*Many stakeholders will contribute to the effective implementation of this DLP. The roles and responsibilities of students and parents are delineated below.*

<b>Student Roles &amp; Responsibilities</b>	
<ul style="list-style-type: none"> <li>• Establish daily routines for engaging in the learning experiences (e.g. following your daily schedule or establishing an 8:30 a.m. start)</li> <li>• Identify a comfortable, quiet space in your home where you can work effectively and successfully</li> <li>• Regularly monitor online platforms, check for announcements, and feedback from your teachers</li> <li>• Complete assignments with integrity and academic honesty, doing your best work</li> <li>• Do your best to meet timelines, commitments, and due dates</li> <li>• Communicate proactively with your teachers if you cannot meet deadlines or require additional support</li> <li>• Collaborate and support your peers in their learning</li> <li>• Comply with the school technology contract, including expectations for online etiquette</li> <li>• Proactively seek out and communicate with other adults as different needs arise (see below)</li> </ul>	
<b>For questions about ...</b>	<b>Contact</b>
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	The school office or the principal
a personal, academic or social-emotional concern	your child's teacher, the school office or the principal

<b>Family Roles and Responsibilities</b>
<p>Provide support for your children by adhering to the 10 Guidelines for families as well as you can:</p> <ul style="list-style-type: none"> <li>• Establish routines and expectations</li> <li>• Define the physical space for your child's study</li> <li>• Monitor communications from your children's teachers</li> <li>• Begin and end each day with a check-in</li> <li>• Take an active role in helping your children process their learning</li> <li>• Establish times for quiet and reflection</li> <li>• Encourage physical activity and/or exercise</li> <li>• Remain mindful of your child's stress or worry</li> <li>• Monitor how much time your child is spending online</li> <li>• Keep your children social, but set rules around their social media interactions</li> </ul>

## School Priorities & Considerations

- After receiving initial notice from the Principal about school closure and timelines, families will receive an email from their homeroom teacher with specific information.
- The primary tools for communication between teachers and families will be newsletters via email, ParentSquare, video and assignments delivered and/or emailed to families,
- Students will have both off- and on-screen learning activities designed to engage learners in experiences that connect to the current curriculum.
- Resources will vary by class and lesson, but will include links to videos, graphic organizers, scanned material to read and engage with, independent research material via online sources or our library databases, and reading materials including ebooks.
- Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in grades K–4 will need higher levels of support than students in grades 5–8.

### Elementary School: Approximate Time Frames for Learning

Kindergarten to Second Grade	
15-20 minutes	Language Arts/Phonics/Writing
20-30 minutes	Reading/AR
20–30 minutes	Mathematics
20–25 minutes	Science or Social Studies
10 minutes	Religion, prayer, faith formation
10+ minutes	Music/Art
10 minutes	Penmanship
Third to Fifth Grade	
40-60 minutes	Language Arts/Writing/Reading
30 minutes	AR
15 minutes	Music
30-60 minutes	Mathematics
25–30 minutes	Science or Social Studies
15 minutes	Religion, prayer, faith formation
10 minutes	Penmanship

**All Elementary School Students**

Enrichments	Engage exploration of art, music, outdoor physical activity, sports and nature.
Flex Learning	<ul style="list-style-type: none"><li>• Reading aloud and independent reading: 30 minutes daily</li><li>• Board games &amp; challenges with math/strategy/critical thinking</li></ul>

## Middle School Priorities & Considerations

---

- After receiving initial notice from the Principal about school closure and timelines, families and students will receive an email from their homeroom teacher as well as class teachers with class instructions.
- The primary tool for communication between teachers and families is email, ParentSquare, Alma and/or Google Classroom.
- The primary tools for communication between teachers and students are email, our Middle School website, and Zoom. Students will receive an invitation to Zoom should this be necessary. Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved.
- Resources vary by class and lesson, but will include links to videos, graphic organizers, scanned material to read and engage with, independent research material via online sources or our library databases, and reading materials including ebooks. Students will receive hard copies of work every 10-14 days.
- Students are encouraged to be proactive in reaching out to teachers via email when they have questions or assignments are unclear.
- A virtual meeting with a teacher is always available to support students with academic, social, or emotional needs. Please initiate contact by email.

### Middle School: Approximate Time Frames for Learning & Resources

Grade Level	Approximate Time per Scheduled Class (includes Zoom contact time and homework time)
6-8	
Math, ELA, Social Studies, Science	40-60 minutes each subject
Religion	20 minutes
Music/instrument practice	15-20 minutes
Flex Learning <ul style="list-style-type: none"> <li>• Independent &amp; self-directed</li> <li>• For the sake of learning</li> <li>• No time limit/requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Read for pleasure</li> <li>• Be active</li> <li>• Explore personal interests/passions</li> <li>• If it is safe...               <ul style="list-style-type: none"> <li>- Explore outside</li> <li>- Seek out social interaction (if possible)</li> </ul> </li> </ul>