Corpus Christi Catholic School

Distance Learning Plan

Corpus Christi Catholic School (CCCS) is committed to providing an exceptional education for its students in any circumstance; therefore, the Distance Learning Plan (DLP) is intended to describe the approach CCCS will take in the event of an extended school closure. In the event CCCS closes for an extended length of time, the Principal will send email communication to parents and faculty/staff making this announcement and delineating a timeframe for the Distance Learning Plan implementation.

Day 1 of the DLP will consist of faculty preparation and communication. Student instruction will begin on Day 2 of the DLP. Elementary parents will receive an email from their child's homeroom teacher on Day 1 with specific instructions; Middle school parents will receive an email from each of the core teachers. CCCS faculty and staff are expected to be on duty, either on campus, or remotely, as required by the Principal depending on safety conditions. Students will not come to campus during a closure time period.

The transition to distance learning may not be simple or easy. Teachers will need to think differently about how they communicate, give instructions, and provide feedback as well as how to design lessons and assignments that are authentic and meaningful. 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 children will thrive with distance learning, and some will struggle. What we can guarantee is that, as with everything we do here at Corpus Christi Catholic School, we will walk through this journey together in a partnership between home and school.

Instruction

Traditional School Setting- Face to Face: It is our hope that the majority of our students will return to our school buildings. We have taken into consideration the following primary logistics: entrance protocols, social distancing, scheduling, social and emotional support, etc.

Non-Traditional School Setting- Remote/Synchronous: If parent elects and/or governmental and Archdiocesan authorities deem a return to school as inadvisable, school will occur in a virtual configuration. Parents who elect this option will be required to commit to a 4 week period of remote instruction. The four weeks can be renewed as needed. The following primary logistics have been taken into consideration: technology support, developing and delivering high quality online instruction, supporting Catholic Identify, social and emotional support, and maintaining community.

Grade Level	Platform	Description
PreK-K	Asynchronous and Synchronous Instruction Packets SeeSaw.com	Packets of worksheets, puzzles, coloring sheets, etc. will be available for parent pick-up. Teachers will communicate, post assignments and videos via SeeSaw.com. Parents may submit assignments, upload videos and pictures via SeeSaw.com
1st-3rd	Synchronous Instruction via Zoom Seesaw IXL, Flipgrid	Remote learners will log on for direct instruction via Zoom. Teachers will communicate, post assignments and videos via Seesaw. IXL will be used to reinforce math and language arts skills. Teachers and students may upload video lessons via Flipgrid.
4th & 5th	Synchronous Instruction via Zoom Seesaw Google Classroom IXL	Teachers will communicate to students via Google Classroom. Assignments may be uploaded and posted via Google Classroom. IXL will be used to reinforce math and language arts skills.
Middle School (6th-8th)	Synchronous Instruction via Zoom Google Classroom, IXL	Teachers will communicate to parents via email. Teachers will communicate to students via Google email.

		Synchronous learning will take place with classes via Zoom. Assignments will be completed and submitted via Google Classroom and email.

Hard copies of assignments may be picked up for any student with limited or no Internet access.

Attendance

Per TCCB ED guidelines, students must attend 90% of a course in order to be awarded credit for the course and/or to be promoted to the next grade level.

Attendance will be documented on RenWeb each day. Students must log on for daily instruction for all core content areas and Spanish class. A schedule will be provided.

Guidelines for CCCS Parents

1—Establish routines and expectations

In order for students to thrive during an extended closure, it is important that parents establish routines and expectations. CCCS encourages parents to set regular hours for their children's schoolwork. Keep normal bedtime routines. (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. Ideally, 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. Above all, it should be a space where parents are present and monitoring their children's learning.

3—Monitor communications from your children's teachers

Teachers will communicate with parents through email, weekly. Please ensure that your contact information e.g. e-mail addresses, physical addresses, phone numbers, including mobile and work, etc.) is accurate on RenWeb. Please note that this information will not be

shared with outside entities. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. We encourage parents to have their children explain the Learning Management Systems (e.g. Seesaw, Google Classroom) 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 with your child. In the morning, ask what is your child will be 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, as 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, to avoid students falling behind or struggling.

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

In the course of a regular school day at CCCS, 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. While some of these social interactions will be re-created on virtual platforms, others will not. Research shows us that 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, parents should regularly circle back and engage with their children about what they're learning. However, it's important that your child own their work; allow them to complete assignments on their own, even when they are struggling.

6—Establish times for quiet and reflection

A huge challenge for families with multiple children will be how to manage all of their childrens' 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-canceling 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. CCCS Physical Education teacher will recommend activities or exercises, but 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: CCCS 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 they may experience. Though it may be difficult, 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. CCCS is happy to provide resources in this area if needed.

9—Monitor how much time your child is spending online

CCCS 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. 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

If CCCS 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. Social media apps such as SnapChat, Instagram, or Facebook are not official, school-sanctioned channels of communication. CCCS asks 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.

11- Catholic School Accommodations Plan (CAP)

Students with CAP plans currently in place will continue to receive accommodations as noted in plan.

Catapult Learning will continue to provide academic and counseling support virtually to our identified Title 1 students. An email explaining the services will be sent to those families from Catapult Learning.

12- Grading Procedures

CCCS' goal is to gain sufficient information to determine levels of proficiency for students to ensure they are academically prepared for the next level.

A minimum of one grade per week will be taken in each of the core content areas: Religion, Reading/Language Arts, Math, Science, and Social Studies.

Ancillary teachers will monitor the completion of activities for students. Middle school elective teachers will continue to give numeric grades. Elementary ancillary teachers will use the following scale:

E- Extra effort given
S- Effort made; assignment or activity completed
N- No effort made

Weighting of Grades: The following procedures will be used to determine academic grades:

1st Grade:
- 60% Classwork (such as daily work, quizzes, etc.)
- 30% Major Grades (such as tests, reports, essays, projects, etc.)
- 10% Homework

2nd & 3rd Grades:
- 50% Classwork (such as daily work, quizzes, etc.)
- 40% Major Grades (such as tests, reports, essays, projects, etc.)
- 10% Homework

4th & 5th Grades:
- 40% Classwork (such as daily work, quizzes, etc.)
- 50% Major Grades (such as tests, reports, essays, projects, etc.)
- 10% Homework

6th, 7th & 8th Grades:
- 40% Classwork (such as daily work, quizzes, etc.)
- 50% Major Grades (such as tests, reports, essays, projects, etc.)
- 10% Homework

Each teacher will determine what is considered major, daily, or homework grades.

As always, we are here to help. Please reach out to us with any questions or concerns.