

Archdiocese of Seattle Office for Catholic Schools: Distance Learning Guidance

At St. Pius X School 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 and it is our intention to continue living our mission, vision, and strategic plan, which together assert the commitment to the well-being and growth of the whole child.

Our Distance Learning Committee, teachers and staff have all been working on updating and enhancing our spring distance learning plan with feedback from all constituents. Starting this fall, we will be delivering synchronous (same-time) instruction via our MS Teams platform with structured, regular, and meaningful engagement between teachers and students 5 days a week. We will also offer opportunities to connect in our community groups or gather virtually at our Monday all school assemblies led by our ASB. Our partnership between home and school will grow stronger.

We endeavor in our Distance Learning Plan 2.0 (DLP) to accomplish three goals for K–8 within a flexible framework:

- Daily Access to Live Stream Synchronous Student-Teacher Contact Time
- Online High-Quality Content Delivery
- Online Monitoring of Student Attendance, Progress, and Assessment

We will communicate through our regular channels--our e-newsletter, as well as special bulletins and emails, and postings on our website, & social media pages--so parents and families are current on pertinent information regarding our status. There are times when new information comes after the Tuesday newsletter, so please make sure your email is current with our front office and I'd encourage you to follow us on FB and Instagram.

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.

As we prepare for a school year that will look very different from what we are used to, it is important to carefully think through how we will organize student learning using information from our spring distance learning experience. This document includes a list of guiding questions for consideration, with accompanying recommendations.

Question to Consider	Our School's Plan
<p>How often should students receive live video instruction?</p>	<p>This is recommended daily for grades 5 and above, and daily for younger grades (consideration of parent or guardian/caregiver schedule). The duration of each live session should be developmentally appropriate.</p> <p>Teacher directed instruction per subject:</p> <p>PK, K & 1st: 10 – 15 minutes 2nd & 3rd: 15 - 20 minutes 4th – 20-30 minutes 5th/6th - 8th: 30 - 60 minutes</p> <p>Live video sessions should be recorded and made available for students to access.</p>
<p>What platform should we use to offer live video instruction?</p>	<p>Microsoft Teams and Office 365 suite</p>
<p>How many hours a day should students spend learning?</p>	<p>The amount of learning time each day will depend on students' ages and represent a typical amount (some days may be more and other days less). Learning time includes total time for live instruction (see above) per subject plus the time students spend on assignments. Independent work, small group or 1:1 work is in addition to amounts listed below.</p> <p>PK: 30 - 45 minutes K & 1: 70 - 90 minutes 2 - 3: 90 - 110 minutes 4: 110 - 150 minutes 5 - 8: 150 - 225 minutes</p> <p>We have schedules that ensure we meet the state mandated 1,000 instructional hours or 180 days.</p>
<p>How should we organize instruction in different subject areas?</p>	<p>Supporting students with a schedule for learning in different subject areas can help both students and families access learning. We have a common schedule for subject areas. For example, short math and reading assignments might be daily, while other content areas assignments might be due less frequently. Prayer and faith formation opportunities should be incorporated throughout the weekly schedule. We will have Daily School Prayer and Flag salute.</p> <p>We will also offer interdisciplinary units, so that students are accessing content from multiple subject areas daily. "Choice Boards"</p> <p>Providing families with sample weekly learning schedules and live-streaming instruction in these sample schedules is a great way to support learning from home.</p> <p>Our schedules outline a consistent start/end time, common instructional blocks, and allow for flexibility for each classroom and students to assist learning needs are being met. For example, each instructional block may show</p>

	<p>a half hour (K-4) or full hour (5-8) of reading, but that instructional time provides for teacher-led, student-led, small group learning and independent learning. The full time will not be used for direct instruction by the teacher. There may be times when instruction is brief, the student is given time to work on an assignment and then the teacher calls students back to check for understanding, make adjustments and wrap up the lesson.</p>
<p>How often should students expect to receive 1:1 support from teachers?</p>	<p>Younger students (i.e. questions on assignments)—during face to face lesson is easiest for younger students for help clarification.</p> <p>Younger student’s parents may request office hours with teacher and make connection; 4th and up could be scheduled directly by the student.</p> <p>1:1 support directly with parents who then assist their child. Student-Parent-Teacher on the call. Give parents opportunity to learn/gain knowledge to support at home (teaching simultaneously). Teacher teaches the student, and the parent is there to observe/hands-on. As needed.</p> <p>All students will have the opportunity for check-ins with their homeroom teacher via chat or Teams conference call. Students may instantly chat with teacher for instruction.</p> <p>Small group meetings with teacher for check-in. 1-3 students.</p> <p>8th Grade parent calls as needed – graduation, high school applications, visits, etc</p>
<p>How often can families expect to receive support from teachers?</p>	<p>Families should receive a weekly communication from the homeroom teacher with an overview of the assignments and schedule for the week and tips to support student learning that week.</p> <p>Parent-Teacher 1:1 by appointment</p> <p>Parents may receive communication from teacher when student has late work, struggling, or falling behind. Call home with first unexcused absence.</p>
<p>In addition to live instruction, how else can students access their teachers for support?</p>	<p>Regularly scheduled office hours. Hosting these office hours at a consistent time each day helps students as they can rely on this time to check in with their teachers for help.</p> <p>Monday & Friday 2:00-2:30 pm, Tuesday-Thursday 3:00-3:30 pm (student communication between middle school teachers in case student needs to speak to more than one teacher)</p> <p>Arranged with specific instructor by appointment earlier or later via Teams (may use chat/text feature).</p> <p>Synchronous learning schedule within this time frame. K-4 core subjects in the AM & schedule specialists in the PM. 5-8th grades coordinated between subject teachers for remote teaching schedule.</p>
<p>When will assignments be assigned, and when will they be due?</p>	<p>Students should submit their assignments per their teacher’s direction. Teachers are committed to providing students with regular and timely feedback on assignments which will be consistent with the length of the assignment (i.e. shorter assignments will have a quicker turn around than longer assignments). Feedback will be</p>

	<p>given within the week it is assigned, not surpassing one week for longer assignments (such as essays). In some cases, teachers will ask students to revise and resubmit assignments. We know that students learn best when they have multiple opportunities to master a particular skill or standard and revising assignments will help students do this.</p>
<p>How will assignments be graded in 2020-2021</p>	<p>K-8 grading will include our traditional grading scale with robust teacher comments so families know standards taught and their child's progress. We will continue to have fall, winter and spring mid-trimester Progress Reports and Trimester Report Cards. Fall conferences will be October 22 & 23.</p>
<p>Where should students go to access assignments and instructional resources?</p>	<p>One of the most important aspects of distance learning, is establishing a routine or rhythm to ensure teacher-student-parent continuity. All homeroom class assignments will be posted daily on Microsoft Teams, including PE and Music assignments--on the respective days--will be on Teams. Your child's individual teacher—especially in the primary grades—may send daily emails to parents; email remains the primary means of parent-teacher communication.</p> <p>Teams—assignments and homework and class information. Specialists onto Teams</p>
<p>What opportunities for social interaction with peers should students expect?</p>	<p>In addition to daily class video instruction, schools should provide students with more social video opportunities, such as class meetings / circles. These should be provided weekly at a minimum.</p> <ul style="list-style-type: none"> • Each morning during attendance—checking in (via chat) • Letting students see each other online—what happened during the week—more open chance to connect • Use Teams for communicating—All School assemblies. • Learning-social-trivia games such as Kahoot • Electives Friday for Upper School; scavenger hunts Lower School • Celebrating birthdays • Reading with the class • Challenges—like the Marshmallow challenge • Remind students that Teams is public and follow school rules
<p>What support will students with individual support plans / individual learning plans receive?</p>	<p>Students with individual support plans should receive accommodations as outlined in their support plans. Schools will need to work in partnership with families to determine how to best provide those services.</p> <p><i>Title and Homeroom Teacher</i></p>
<p>What support will English Language Learners receive?</p>	<p>Schools should consider how they might provide English Language Learners with additional time to practice English during the school week. This could include additional video learning sessions focused on conversation and language acquisition. Teachers assistants and other personnel could provide this instruction.</p> <p><i>Title and Homeroom Teacher</i></p>
<p>When and how are teachers expected to meet during distance learning?</p>	<p>Schools should establish staff meeting schedules just as they would in a school building. Staff meet as a whole staff and in collaborative teams for PLC work.</p>

	Weekly Monday afternoon staff meetings, weekly Wednesday morning PLC meetings.
How should teachers schedule their time during distance learning?	<p>Teachers should not work in excess of their normal contracted hours, though their daily schedules may be different than when in a school building. We recommend that teachers meet the following expectations:</p> <ul style="list-style-type: none"> ● Provide regularly scheduled office hours during which times students can receive assistance via phone, video conferencing, email, or other means established by the teacher ● Host live video instruction as indicated above ● Respond to email or chat inquiries within 24 hours during the school week ● Participate in all staff and team meetings as scheduled ● Provide students with feedback on assignments within the time frame indicated above. ● Post all materials and assignments on the agreed up on school platform. ● Check in individually or small group with homeroom students one time per week. ● Check in with families as indicated above.
Other areas of consideration?	<ul style="list-style-type: none"> ● Monitoring student engagement—all students are actively learning/staying connected. Re-writes, feedback and re-submission, re-do ● Various home schedules (parents working from home or essential workers going to work—how the school can support) ● Supporting families while at home in teaching & learning—parents logging and meeting with teacher. ● Overview—like class newsletter for the following week—emailed to families Mondays. ● Weekly Supplemental Material Packets ● Access Recording after or before work How to access teacher feedback, and if any work needed to be submitted again (individualized) Teacher sends specific chat to student or parent/caregiver chat to teacher. ● Small groups. Allows for some differentiation (mirroring classroom). ● Incorporate “work days” throughout the week. Teacher is available. ● Fridays lighter school-work and no homework on weekends. ● Afternoon good for catching up. ● Breaks and scheduled time for social and emotional well-being. Games, class games (laugh, and being together, birthday celebrations). ● MAP testing—September 11-October 2 ● Monitoring Teams: parents have access to student accounts; Teams is always public ● Organization of student Write the week’s assignments in planners (Monday) Check chats from teacher (if any) Check feedback on assignments (prior to Friday)

