



## **COMPREHENSIVE CATHOLIC DISTANCE LEARNING PLAN 2020-2021**

In March 2020, St. Rose School pivoted to emergency distance learning due to the COVID-19 pandemic. There were many lessons learned along the way, highlights, successes, and roadblocks to overcome. Over the summer, our faculty and administration reviewed parent feedback through survey data and conversations reflecting on our emergency distance learning experience. Training/professional development on effective instructional strategies through distance learning have been ongoing.

As we prepare to begin the 2020-2021 school year remotely, this document defines St. Rose School's new comprehensive Catholic distance learning plan. Our faculty will provide a robust, supportive, and academically rigorous curriculum that uses high-quality curricular resources and technology to mitigate learning loss—helping your child to thrive as they continue to build essential foundational skills and master the standards. We'll continue to focus on our mission to educate each student as a unique child of God by fostering lifetime learning, faith and service. In partnership with Fr. Matt, our faculty, administration and community will guide your child and family as we navigate the fall until we are able to join together again safely. Thank you for supporting St. Rose and for being a part of our family in person and through distance learning.

*This plan was created in consultation with the faculty and staff of St. Rose Catholic School, Fr. Matt, experts in educational distance learning, and the Department of Catholic Schools. This is a working document that will continue to evolve. Any addendums and additional details will be available in the coming weeks. Teachers will plan to address grade-level specific details during a virtual Back-to-School Night in September and throughout weekly communication to parents.*

## Key Considerations

- Shifting from “Emergency/Crisis Remote Learning” to “Comprehensive Catholic Distance Learning”
- Providing robust instruction, feedback and live check-ins to deliver a rigorous, quality Catholic education with support for all learners
- Supporting student socio-emotional and mental health and well-being is an essential part of school
- Allocating funding to increase our technology infrastructure, train faculty and staff, purchase new digital curriculum/technology to enhance the distance learning experience
- Strengthening our foundation in faith and continuing our mission as a Catholic school
- Understanding that families and students want to know what is expected of them, what support is available, and what they can expect from teachers—flexibility with the consistency of expectations is how students thrive
- Understanding that students and families feel connected and informed when they have a consistent instructional system (ways to post assignments, know what is due and when, along with consistent feedback)

## Vocabulary to Know

- **Morning Meetings:** This time is intended to provide a synchronous opportunity and support social emotional well-being. Students engage in a homeroom/class meeting type of engagement for community building and checking in with their teacher.
- **Synchronous Learning:** Students meet in a class for virtual “live” instruction with a teacher. This is teacher-facilitated learning that is done virtually. This may also include small group sessions, one-on-ones, etc.
- **Asynchronous Learning:** While some learning will be synchronous (live at a scheduled time), some of the required assignments will be delivered asynchronously (not time bound). This instruction will include flexibility and autonomy for students to complete the required assignments on their own schedule to meet the needs of unique family situations while at home.
- **Office Hours:** A time during the day where teachers are available so that students (and parents) are able to check for understanding and receive additional support.

## Learning Environment

- Families are encouraged to help their children set up a designated workspace where they can organize themselves, their materials and their work. For example, a table or desk that can be kept free of clutter, a place for their folders, workbooks, and paper/pencils/device
- Reduce distractions in the designated workspace as much as possible to promote focus and concentration.
- Students should begin their day with a healthy breakfast, get dressed (in school appropriate attire) and come to their Morning Meeting ready to start their day and learn.

## **Materials**

- iPads and Chromebooks will be available for check out to those who need a device. Students will have the flexibility to use an approved alternative device in addition to or instead of the school provided device with teacher approval. School devices will be pre-loaded with apps/extensions and all students must sign and adhere to the *Internet/Technology Use Agreement*.
- Students must use their St. Rose School Google account information.
- Families should conduct an assessment of their wifi access/speed, and available devices to determine whether they can provide a consistent and successful internet connection. Troubleshooting questions can be directed to Mr. Woytek who will be taking on the role of *Digital Learning Coordinator* while we are in distance learning.
- St. Rose will host a parent drive-thru on Fridays for families to pick up instructional materials via the car line. These will include materials for projects, workbook pages or photocopies, etc. that will help provide students with “offline” instructional materials and provide an opportunity for students to turn in any class work that is not submitted digitally.

## **Schedule**

- Instruction will occur 5 days a week.
- Families should expect their child(ren) to follow a regular, yet flexible school routine Monday-Friday (8am-3pm). This schedule may include dedicated work periods like core instruction, specialist lessons, meal/physical activity breaks and downtime.
- On Wednesdays we will have our virtual all-school Mass as well as our early release day at 2:15pm.
- A weekly schedule will be shared with parents outlining synchronous learning. This schedule will outline when students will need to log on at specific times so you may plan your week around these commitments.
- Daily information will be shared with details of the synchronous (live video conferencing) and asynchronous schedule and posted each morning. This will provide a user-friendly breakdown of the assignments/expectations for the day.
- Weekly announcements and teacher/administration videos or notes will be emailed and posted to Google Classroom and/or SchoolSpeak.

## **Synchronous Instruction**

- Students will have daily interaction with one or more teachers who will guide their full educational experience.
- Students will experience a variety of lessons throughout the school day, similar to an in-person instructional day.
- Each homeroom teacher will host one live Morning Meeting each morning Monday through Thursday at 8am. Friday's Morning Meeting will be replaced with our Friday Assembly at 8am.

Morning Meetings will focus on one or more of the following formats:

- **Class Meeting:** Prayer, Pledge of Allegiance, Creed, general check-in, review assignments/schedule for the day, answer questions from the day before, student sharing.
- **Live Instruction:** An instructional lesson that is interactive and held via Zoom
- **Social Emotional Learning (SEL) Support:** Teachers will present lessons following our SEL curriculum
- **Special Zooms:** May include instructional themes (such as a virtual field trip), buddy class meetings, guest speakers, prayer services, etc.
- Instruction may be whole group, small group or individual based on students' needs/assignments for the day.
- Live instructional Zooms are typically scheduled for around 20-30 minutes
- Students must adhere to the school's Video Etiquette for participation and follow the guidelines set forth by their teachers.

### **Asynchronous Instruction**

- Each day there will be posted assignments and activities available for the students on Google Classroom (K-8) as well as teacher contact time.
- Deadlines and due dates for these assignments will be made clear by the teacher.
- Instructional expectations and class work will follow Archdiocesan time allotments for each subject area.
  - Recorded videos will be age appropriate
  - Any work a student is expected to accomplish for the day will be built into the time allotted for that subject area. Exceptions would include independent reading time, physical activity ("recess"), extra math practice for reinforcement of skills learned, and an occasional project or performance assessment that may require some additional time to collaborate with a peer or create a presentation.
- Generally, there will be one lesson/activity per subject area per day. Instruction may be delivered through one or more of the following formats:
  - Pre-recorded instructional video of the teacher presenting a full lesson for viewing.
  - Pre-recorded narration or video in picture of the teacher explaining the directions for an assignment or activity.
  - A link to a website or video and activity/classwork assigned to be completed by the student.

### **Specialist Classes**

- St. Rose will continue to provide a whole-child academic program for all students through distance learning.
- Specialists will provide activities to accent the core curriculum, trying to follow

a typical schedule (i.e., 3 PE/Health classes per week, 1 Music per week, 1 Art per week).

- Instructional delivery will follow the same guidelines as above, with a mix of live synchronous instruction, pre-recorded videos, and activities that can be done at home and offline following directions.
- These classes are required and will receive a grade based on participation and effort

### **Social-Emotional Learning**

- Teachers and the principal will develop ways to address Social-Emotional Learning (SEL) in an ongoing manner for all students.
- Teachers and staff members will check in with families individually throughout the distance learning experience.
- Virtual assemblies, videos, peer collaborations, spirit days, and other creative methods for SEL support will be designed to enhance the student experience.
- Teachers will host individual Zoom conferences at the start of the school year with each student (and family) to introduce themselves to your child, answer questions you have, look at the year ahead, and build a relationship for learning.
- Parent engagement nights, videos, guides, and more will be available to support families as they navigate distance learning with their child/ren.

### **Assessment/Grading**

- Teachers will use various forms of summative and formative assessments in all core subjects to assess students' performance on content standards.
- Specialists will grade on effort and participation in addition to providing feedback on skill and standards mastery.
- Grades PK-3 feedback will be provided through Google Classroom and/or SeeSaw (teacher written feedback or audio given) and during live class meetings or office hours (virtual face-to-face feedback).
- Grades 4-8 feedback will be provided through Google Classroom and live class meetings. Feedback will be visible in Google Classroom regularly and students in grades 4-8 will have posted grades every 2 weeks (minimum) on SchoolSpeak.
- Graded assessments will drive instruction and be varied. Examples include project-based assessments, written responses, worksheets and other assignments through Google Classroom, writing prompts, reading journals, Google forms, Nearpod, collaborative Google slides, student created videos, exit tickets on Google Classroom, etc.

### **Attendance**

- Attendance will be taken daily in the Morning Meeting.
- Middle School attendance will be taken by the teachers at each subject/class.
- If a student is absent from a distance learning day for illness or other reason, parents

need to email the child's teacher and the main office, as with a typical absence.

### **Catholic Identity**

- Students will attend Mass virtually with their school & parish community every Wednesday morning.
- There will be opportunities for liturgical engagement through class prayer services and class Masses.
- Religion lessons will be provided as part of our core instruction.
- Classes will pray together daily.
- Students will participate in service projects with their classes.
- Students will learn how Jesus is a role model for us as we overcome the difficulties of distance, the fear of uncertainty, and help to lift each other up with hope and love in a challenging time.
- Teachers lead our mission to be a faith-filled learning community committed to educating each student as a unique child of God to know and live the Catholic faith and to achieve excellence.

### **Screen Time**

- Although all assignments will be distributed via Google Classroom, not all assignments will be completed using a device.
- Teachers will establish age-appropriate parameters for screen time and balance assignments that can be “online” and those that can be “offline” and completed with alternative methods of engagement.
- Teachers will use research-based instructional methodologies to provide engaging and interactive content for the students.
- Teachers recognize the difference between “passive” or “non-educational” screen time (i.e., watching a movie, playing a non-educational video game) and “active” or “educational” screen time (i.e., students using technology as a tool to create, demonstrate learning, interact with instructional concepts, or build mastery of standards through multimedia instruction). Students will be taught to recognize this difference and set limits on how they interact with screens on a daily basis.
- Students will be encouraged to find leisure activities away from screens when the school day ends (i.e., outside play, board games, puzzles, books, creative writing, art, crafts, etc.).
- Digital citizenship lessons will be taught to all grade levels. These lessons will help ensure that students are safe when using technology and help them identify healthy online practices. These lessons will also encourage students to be reporters if they witness unsafe, unfair or unkind acts online.

## **Office Hours and Communication**

- Teachers will schedule office hours each day for open communication. They will be available during this time to respond to student or parent questions in real time through Zoom, email or phone.
- Communication plays an important role in our partnership with parents. In a distance learning environment, a teacher spends significantly more time focused on communication than in a traditional classroom environment. Our teachers will work with students and parents to best organize and respond to questions in an efficient and supportive manner. Some questions may be answered with the whole group in the next day's morning meeting or a student/parent may schedule time during office hours.
- Online correspondence with students will follow safe environment protocols.
- Principal and main office communications will be shared on a weekly basis keeping you updated on virtual school events and details regarding distance learning and our plans for reopening.