

Light of Christ Catholic Schools

District Distance Learning Plan

Instructional methods used:

Synchronous online learning (e.g., chat, streaming, video, instant messaging, web conferences).

The district is using the primary methods of Google Chat, Google Meet, Google Hangout, Google Classroom, and Class Dojo.

Asynchronous online learning with capability for remote communication and assessment (e.g., email or learning management systems that deliver, track, and manage classes or projects).

Light of Christ has email accounts for all staff and students. Google Forms, Learning Management System (FACTS), Google Classroom, and Class Dojo to track attendance and manage classes and projects.

Full Continuation for Light of Christ Catholic Schools: ALL instructors have set up a Google Classroom or Class Dojo for every course or grade level that they instruct. The course content is aligned to ND Content Standards and the continuum of learning will progress through content area of grade level specific standards. This will be assessed at regular intervals through various virtual components that the instructors have selected that best meet the needs for the intended outcome and are age appropriate. Support for students will be available every day for each instructor. Each grade level and content area specific teachers will have regular online office hours each day. This will allow for guided instruction, regular feedback, authentic assessment, and connection in real time to students to maintain the student – teacher relationship.

Class Dojo and Padlet (PreK-1)

Google Classroom (2-12)

Approval Process:

Attendance Procedures:

How the school district will ensure that all students have access to an educator

All instructors in Pre K -1 will have a Class Dojo which is an instant messaging resources so that all parents and students have access to instructors.

ALL instructors in grades 2-12 will have a Google Classroom set up specifically for each class and invite students to join. The online hours of availability every day for each instructor will be clearly communicated to all students and parents.

How educators will measure participation and attendance

ALL instructors will be taking attendance daily through Class Dojo and Google Classroom The instructors will be recording all attendance in the learning management system (FACTS) and this will continue to be monitored on a daily basis in a manner that closely resembles our on-site present practices. This will include notification if a student is sick and unable to attend distance learning.

Pre K-1 (daily response prompted through Class Dojo)

Elementary 2-5 (daily check in prompted through grade level Google Classroom)

Middle 6-8 (daily check in prompted through home base instructor in Google Classroom)

High School (daily check in for each course enrolled through each instructor in Google Classroom)

Educational Staff Expectations:

How the school district plans to provide professional development to educators to prepare them for the transition into a distance learning environment

All instructors participated in building level and or grade level specific training for the distance learning tools and resources that will be used throughout the duration of the Distance Learning Plan. The professional development hours committed to training was a minimum of 16 hours. Once educators were confident in the resources that they were using, they transitioned to remote training to prepare for the launch of the distance learning program. This provided opportunities for the instructors to practice the platform and resources that would be utilized with the students.

Administrators for each building will continue to virtually meet with each instructor on a regular basis each week. This includes all staff building level, grade level teams, and departments. Each Friday morning there will be designated times for collaboration with colleagues and administrators.

Districts the process to revisit human resources policies and procedures to provide adequate flexibility and guidance regarding sick leave, personal leave, and leave without pay

Light of Christ Catholic Schools has reviewed all personnel policies and is providing flexible alternatives for hourly employees. All certified staff will continue with the same sick leave and personal leave allotted and per the yearly teaching contracts.

Ensuring Equitable Services

How the school district has assured that all students have access to a device, if necessary

How the school district has assured that all students have access to reliable, high-speed internet, if necessary

Surveys were sent to all families asking if high speed internet access was available to the home. The survey also asked if a device or devices were available for students that would be requiring a device for the distance learning plan. For families that indicated that they did not have internet access the technology department provided resources for companies that were offering free in-home services to meet the accessibility needed for that household.

The technology department prepared chrome books for families that indicated in the survey that devices were still needed. A responsible use policy and a home check out agreement were electronically signed. The technology department communicated a check out process for these devices which will be provided to all families and students in need prior to the launch of the distance learning plan.

How students who require assistive technology have access to appropriate device(s) to meet needs

The chrome books that were issued to the students that required assistive technology are equipped with extensions and accessibility features that offer the various options needed for student learning.

How a school will transition all students into a distance learning environment

The students will have a soft launch of distance learning by instructors inviting students into the Google Classroom or Class Dojo environment. This transition will provide a pathway for the students to become familiar with the platform and resources that will be used through engagement activities. This will give the instructors the confirmation that all students have successfully entered into the distance learning classroom resources selected successfully. The instructors will start the distance learning plan with review activities and limited content to help create a transition to the new learning platforms.

The counselors for the elementary, middle, and high school grade levels have developed resources for the students. This will include social emotional support for students which will include lessons, videos, and accessibility for student connections. In addition, activities for students will be posted to provide credible resources for college and career planning and test preparation.

Counselors will be available during regular office hours on line each day. Students and parents will be able to connect through email, chat, phone, and video options.

Provisions for addressing the unique needs of all grade levels, classes, and courses

Pre-K -1

Instructors: available to all students and families on a daily basis during designated hours

Instruction: educational resources were sent home to students; a daily plan is given via Class Dojo with connections to learning activities housed in Padlet. This will establish a daily routine for students similar to what they are familiar with.

Elementary (2-5)

Instructors: available to all students and families on a daily basis during designated hours

Instruction: educational resources were sent home to students; all students have access to a Google Classroom that includes the online curricular standards-based resources that each instructor will be utilizing. (IXL, Mystery Science, Pearson Realize, Reading Eggs, Extra Math, Spelling City, STAR 360, Raz Kids, Scholastic, Learning without Tears, Quaver, and many FREE resources that have been made available to instructors)

Middle School (6-8)

Instructors: available to all students and families on a daily basis during designated hours

Instruction: educational resources were sent home to students; all students have access to a Google Classroom that includes the online curricular standards-based resources that each instructor will be utilizing. (Pearson, Khan Academy, Cengage Learning, Scholastic, Science World, and various online textbooks including ND Studies)

High School (9-12)

Instructors: available to all students and families on a daily basis during designated hours

Instruction: educational resources were sent home to students; all students have access to a Google Classroom that includes the online curricular standards-based resources that each instructor will be utilizing. (Pearson, McGraw Hill, Khan Academy, Cengage Learning, AP Classroom, Near pod, Flip Grid, OER Commons, Edpuzzle, Padlet, and various online textbooks)

SCIENCE LABS: Pearson and McGraw Hill platforms that are used in the science courses will be utilized for virtual labs aligned with the content standards in each course.

ONLINE COURSES: CTE courses offered through CREA will continue. All students enrolled in CRATC courses will check in the high school facilitator for daily attendance.

Special Education Considerations - Individualized Educational Plans (IEPs) and 504s

All students that are on Individualized Educational Plans are serviced through Bismarck Public Schools Special Education Department. The administration for each building has contacted the instructor assigned to the school for support services. Deliberate connections will be promoted for students serviced.

Instructors will continue to implement all accommodations identified for students on ISP plans and 504s.

Title I --Title IIA –Title IV

Elementary students receive Title I academic support services through Bismarck Public Schools Special Education Department. The administration for each building has contacted the instructor assigned to the school for support services. Deliberate connections will be promoted to continue the services for these students.

Title IIA funds will continue to be used for professional development as approved through allocations from Bismarck Public Schools.

Title IV funds will continue to be used for the approved areas through the budget submitted to Bismarck Public Schools.

School Counseling Services

All schools will continue to provide school counseling services. Counselors are following the guidance from the American School Counselor Association relating to [virtual school counseling during an emergency shutdown](#). School counselors are also following all [ASCA Ethical Standards for School Counselors](#). School counselors are working collaboratively with all stakeholders to ensure equity, access and success of all students whether virtual school counseling is offered synchronously or asynchronously.

Elementary

The counselor will be videotaping guidance lessons for all elementary students. The first lessons will be on coping skills. These lessons might have value for all age groups. The elementary counselor will be sharing an email address in case someone – either student or parent – would have individual questions or concerns

Middle School

The middle school counselor has created a Google Classroom with information on office hours and contact information and the procedure for contacting students and families with requests for phone calls and consultations. The counselor has posted links from ASCA, ND Department of Public Instruction, and other helpful links for parents and students relative to supporting children and parent issues related to mental health concerns and addressing questions/concerns about COVID-19.

High School

The office hours for each counselor will be from 8:00 a.m. - 3:00 p.m. Students can contact the counselor by either email, phone, or Google Classroom for the various grade levels. Accessibility will include chat and meet features. All links can be found under the assignments section of the Google Classroom. Students that need any other or additional information can contact the counselor directly by email or phone. The counselor will support the three counseling domains of career, college, and personal/social.

High-Quality, Effective, Standards-Based Education

Quality of the distance learning experience

All curricular resources be utilized by all grade levels are aligned to ND State Content Standard and associated with the progression of learning for preparing students for the next level. Instructors are planning the appropriate pacing for accomplishing the essential goals related to mastery of the content area and essential skills.

The Google Classrooms and Class Dojo's that are set up by instructors will replicate the learning experience for each student regarding access to grade level and age appropriate content. Daily schedules will be established for students at all grades levels with clearly identified hours of availability to instructors.

Academic progress monitoring

Instructors will monitor student progress on a daily basis through learning activities and assessments. Feedback will be offered through Google Meet, Google Hangout, Google Chat, email, and phones calls. Direct instruction will be ongoing to both the whole group as well as individual students. Instructors will promote tools to help students self-assess. Contact will also be initiated by the building administration if deemed necessary.

Provisions for instructional support (including assessment and evaluation of work)

The current grading scales will continue to be used with the distance learning plan. The grades will be recorded in the Learning Management System (FACTS).

Assessment: Instructors will implement a variety of assessment techniques to determine mastery of content. The assessments will be built around expected and essential learning outcomes associated with ND Content Standards. (Google Forms, Vides, Photos, Completed Assignments, IXL diagnostics, Spelling City, specific platforms such Cengage, Pearson, and McGraw Hill)

Assigning Grades: All instructors will continue to assign grades per present grading practices. Parents and students will continue to have access to the online grading program (FACTS). Teachers will be entering grades on a weekly basis to promote a strong learning progression for intended academic outcomes.

Respectfully Submitted:

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