**Distance Learning Plan**

General expectations for students should it not be safe to attend school.

**How can I expect to receive communications?**

We will continue communicating with parents in the ways we do now: School Speak, School Messenger and email. Students should expect to use google classroom for assignments and parents of primary students will want to access those accounts to help ensure their children know what to do. School closure would be announced through all the above outlets.

**Faculty will be working and available to help.**

Even though students and teachers will not attend class at the campus, the faculty and staff are all still working during this time. We will be available to help students and parents as needed via email with designated “Office Hours” for messaging from between 8:30am-9:30am and 1:30pm-2:30pm daily.

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| **Faculty**  |  |
| 8:30am-9:30am | Office Hours |
| 8:30am Thursdays | Drop Everything And Pray (DEAP) |
| 1:30pm-2:30pm | Office Hours |
| 6pm | Daily Assessments Due |

Teachers will be meeting remotely each morning using Google Hangouts. We will discuss and troubleshoot issues as well as working together to make sure the needs of all students and families are being met.

**Remote Learning:**

Student devices will be sent home with every family. Siblings may need to share devices, but all iPads will have all applications for all grades included on them. 4th - 8th grade students will take their designated iPad and remaining iPads will be distributed to K-3rd grade students without older siblings.

**\*\*\* WARNING\*\*\*** We are asking parents to be aware that iPads normally kept at school (K-5th grade) DO NOT contain the same content filtering at home that they have on the campus. This means parents need to watch student computer activity just like they would on their home computer. \*\*\*\*

iPads will come complete with all needed applications already downloaded. If you experience challenges, please use the following for outreach.

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| **Question/Concern** | **Contact** |
| Questions about instruction, content, or assessment.  | Email your child’s teacher or message the teacher in Google Classroom |
| Learning Challenges | Learning Consultants:  |
| Technology issues or concerns |  |
| General concerns, issues, questions |  |

The following programs will be used to communicate and instruct students and parents during the implementation of the distance learning plan.

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| Channel | Audience | Description & Access |
| Email | Parents, students, faculty, & staff.  | Email will be used for all major communications and announcements, including those from the head of school and division principals. Faculty will also use email to communicate, although they will use  |
| Google GSuite  | Students and parents of Primary level students.  | Google GSuite (including Gmail, Docs, Classroom, Hangouts, Meet, etc.) will continue to be the platform used by most teachers. For video conferencing in small or large groups, we will use Google Hangouts or Google Meet. |
| [Lourdes Tech Resource Page](https://sites.google.com/ucitylourdes.org/technology-resources/e-learning-resources) | Parents, students, faculty & staff.  | Our site where video tutorials and helpful posts can be found to support students, parents, & teachers in navigating distance learning.<https://sites.google.com/ucitylourdes.org/technology-resources/e-learning-resources> |
| Formed | Parents, students, faculty, & staff.  | The parish has a subscription to Formed. Catholic faith formation website. Go to Formed.org.  |
| EPIC | Students, parents | EPIC is free to access from 8am-3pm. If you plan to complete assignments AFTER 3pm, you will need to sign up for the parent subscription. (Free 1 month trial is available)  |
| Science Fusion |  | See Google classroom for student login if not automatic |
| IXL | Students, parents |  |
| Spelling City | 3rd Grade | Login First name, last initial. (ex. Amie.K) Password:reading1  |
|  |  |  |
| Free access or google login websites | Students, Parents, Faculty & Staff. | Teachers may employ a variety of websites to support instruction these could include but are not limited to: MysteryScience, National Geographic Kids, or youtube. If asked whether you wish to login with google reply “yes” and you will automatically be logged into website.  |

**Distance Learning Supply List:**

For students to learn successfully from home, we will be sending home supplies. In addition, to the iPads and textbooks we will be sending home, we ask that parents make sure they have the following supplies on hand at home to effective support student learning.

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| Grade Level | Supplies Needed:  |
| All students K-8th | 8.5x11 white printer paperPencilsColoring & creative supplies (markers, colored pencils, crayons)Printer ink for home printer |
| Primary:Kindergarten, 1st & 2nd | \*\* We will send home chair backs and all included supplies and writing paper \*\* |
| Intermediate:3rd, 4th & 5th | Lined looseleaf paper |
| Middle School:6th, 7th, & 8th | Lined looseleaf paper |

**Work Expectations:**

All work for an assigned day needs to be completed by 6pm the day it is due.

Student attendance will be tracked by the work they complete online. If a student does not complete any work by 6pm on a designated day, he/she will be considered absent for that day.

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| **Grade Level** | **Expectation of Work** |
| Primary: Kindergarten-1st & 2nd Grades | 1-2 hours of engagement per day |
| Intermediate: 3rd, 4th & 5th Grades | 2-3 hours of engagement per day |
| Middle School: 6th, 7th & 8th Grades | 3-4 hours of engagement per day |

**Sample Day:**

**Prayer/Welcome/Homeroom:**

Login to Google Classroom. Your child’s classroom will have a welcome video from your child’s teacher that includes an outline for what to expect this day. It will also have a list of assignments for each day. Below is a sample of what a day might look like.

**Religion**: Lenten tradition of Fasting.

 Watch video on FORMED.org. Complete age appropriate reflection about Fasting. (Write or draw). Upload to google classroom by photographing or uploading directly from google docs.

**Language Arts:**

Primary- Intermediate:

Read assigned book on EPIC.com

Complete EPIC quiz.

Intermediate - Middle School

Read assigned chapters in novel.

Answer reflection questions provided in google form.

Read grammar standard on website, take quiz

**Math:**

 Complete three specific standards in IXL.

 Xtra Math practice - 10 minutes.

**Science -** www.ScienceFusion.com.

 Read chapter - answer questions at end using google forms.

 Watch video on Mysteryscience.com. Build model of flower using items around your home. Take a photo of the model and upload to google classroom.

**History:**

 Read from textbook online. Scholastic news, or other website. Answer questions or share reflection.

**Specials:** Depending on the length of time we are not learning at school, specialty teachers will be posting activities and assignments to google classroom every 2-3 days. You may also notice some additional optional ideas or activities posted for families to give students plenty of learning activities to do.

**Extra time:**

 Typing Club (4th-8th). Reading - Extra credit may be given for students who read and write reflections or record presentations about what they have read.

**8 Guidelines for Our Lady of Lourdes’s Parents ————**

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 Lady of Lourdes implements its DLP (Distance Learning Plan), parents need to establish routines and expectations. Our Lady of Lourdes encourages parents to set regular hours for their children’s school work. We suggest students begin their studies at 8:30am. Keep normal bedtime routines for younger children and expect the same from your middle school-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. Above all, it should be a space where parents are present and monitoring their children’s learning.

**3—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.

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

A huge challenge for families with multiple children will be how to manage all of 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.

**5—Monitor communications from your children’s teachers**

Teachers will communicate with 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. Our Lady of Lourdes wants parents to contact their children’s teachers. Teachers will be checking email regularly, but in addition, will have office hours from 8:30-9:30am and 1:30-2:30pm each day. Parents can email or message using Google Classroom as teachers will not be contacting parents via their personal phones.

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

In the course of a regular school day at Our Lady of Lourdes, your son or daughter engages with other students or adults dozens if not hundreds of times. While some of these social interactions will be re-created on virtual platforms, others will not. 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 might be wise to regularly circle back and engage with their children about what they’re learning. However, it’s important that your child does his/her own work; don’t complete assignments for them, even when they are struggling.

**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. Coach Prater 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.

**8—Monitor your child online (how much time and exposure to content)** Our Lady of Lourdes does not want its students staring at computer screens for 7-8 hours a day. (See Distance Learning Guidelines). Reminder\*\* We are asking parents to be aware that iPads normally kept at school DO NOT contain the same content filtering at home that they have on the Lourdes campus. We rely on the content filtering from our firewall to keep students away from inappropriate websites when they are on our campus. Because the need to take them home is temporary - we will NOT be installing content filtering on each device. That means parents need to watch student computer activity just like they would on their home computer. \*\*\*\*

**Teacher Reflection for planning learning activities….**

● How can I leverage digital platforms to provide learning experiences rich in engagement, social interaction, and feedback?

 What do I currently use that could be used for distance learning?

 How could I best provide feedback?

● How can I help my students manage the worry, fear, or isolation they may be experiencing as a result of this emergency or crisis?

 How can I check in with students and connect with them if we are not meeting in person?

 How can I create opportunities for prayer and sharing?

● What are the most important understandings and skills I can help my students develop at this time? and How can I help my students construct their own understandings?

 What is truly essential for my students to know?

 What is truly essential for them to be able to do?

 How can I assess that despite distance?

● How can I design learning experiences that address the needs of different types of learners who need different kinds of support and guidance?

 How will I differentiate despite the distance?

● How will I assess student learning in meaningful ways?

 What can students do to demonstrate their knowledge and skills?

To effectively educate students using distance learning…..

To which programs do I need access?

To which programs do I need to ensure my students have access and what type of

access - personal login or group practice?

What skills do I need to learn?

What ongoing supports would I need?

**8 Guidelines for Our Lady of Lourdes 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 ten guidelines provided below are intended to help teachers across all divisions reflect on challenges they’ll confront in shifting to distance learning.

**1—Walk the Talk of Faith, Academics, Community.**

Our Lady of Lourdes’s Commitment is to Faith, Academic, Community. In the event of a crisis that leads to implementation of this DLP (Distance Learning Plan), 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? Be sure to make time to pray with them, share prayers or prayer times.

**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. Open a dialogue with families and avoid assumptions that all students’ circumstances are the same.

**3—Stick with the familiar**

Especially in the first days after moving to this DLP, teachers should continue using existing communication channels and learning systems students are used to seeing in classes (i.e. BrainPop, Mystery Science, Starfall, etc.). Teachers should remember that while many students will thrive with distance learning, others will struggle. In the event that the school remains closed for a longer period of time, it may become necessary to explore new or different learning platforms that provide different experiences. In the beginning, stick with the familiar.

 **4—Designers of experience; facilitators of learning**

In shifting to distance learning, it is especially important for teachers to think of themselves as designers of experiences and facilitators of learning (as opposed to distributors of knowledge). Distance learning places a premium on a teacher’s ability to think more deeply about how to introduce content, design experiences, and coach students with thoughtful, specific feedback. Teachers need to establish conditions where students have a clear sense of purpose, opportunities to express themselves, and experiences that allow them to work toward mastery. This will help students stay motivated and engaged in learning, even when they are not physically at school.

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

Years or decades from now, how will your 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, how the media is reporting the incident, how governments are responding, and many other opportunities to seize the moment and design new learning transdisciplinary experiences for our students.

**6—Provide space for personalized learning**

Distance learning can provide opportunities for students to personalize what, how, and when they learn. Students can move more flexibility and freely through content when teachers create nonlinear curricula. Distance learning can also provide students with the opportunity to learn at different paces (e.g. Khan Academy). School closure could also create opportunities for more authentic learning. What museums, galleries, concerts, or memorials might they experience where they’re located? How might they share these alternative experiences with their classmates? How might students be empowered to create their own learning pathways and experiences?

**7—Less is more**

Should Our Lady of Lourdes implement this DLP, 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 assignments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.

**8—Think differently about assessment**

Assessment is one of the most challenging adjustments for teachers new to distance 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 end goal to performance instead of forcing a traditional assessment method that doesn’t fit distance learning. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of distance learning, and prevent frustration on the teacher’s part when traditional methods do not work.