Christ the Teacher Catholic School Distance Learning Plan

2020-2021

Last Revised:

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Christ the Teacher Catholic School
5508 W. Chestnut Ave.
Yakima, Washington
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DISTANCE LEARNING PLAN 2020-2021

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Overview

Christ the Teacher Catholic School is dedicated to partnering with families and the community to nurture all students in the development of Catholic Identity, high academic achievement, and responsible citizenship, through service to others, regardless of how instruction takes place.

In our effort to best support families during the current pandemic, we are offering families the option of choosing either an in-person or distance learning educational model for the 2020-2021 school year. Families will be able to decide on a quarter-by-quarter basis whether their child(ren) will attend school in person or choose to use the distance learning option. Regardless of the modality that families choose, it is our goal to ensure that every student continues to grow academically, emotionally, physically, and in their relationship with Christ.

To be successful, the Distance Learning Plan (DLP) requires a partnership between organized and dedicated CTCS faculty, students who are engaged and motivated, and families who are willing to provide support, encouragement, and feedback. When all of these stakeholders are working together, the DLP will result in positive educational experiences which will allow students to meet clearly defined academic goals as they progress towards mastery of learning standards.

Our DLP will outline how CTCS will blend an asynchronous learning model with synchronous student interactions to support both the academic and socio-emotional needs of our students. An "asynchronous learning model" means that students will be watching pre-recorded videos of their teachers and completing assignments on their own. "Synchronous student interactions" means that students engaged in distance learning will be able to collaborate in real-time with their peers on certain assignments through our technology platform. Due to the current level of bandwidth available to the school, it is not possible to live-stream classes to have a fully synchronous learning system. CTCS has contracted to connect to a fiber optic network which will increase the internet capabilities of the school, but the estimate for the completion of this

upgrade is 90 days. This means that the school might be able to begin live-streaming classes for a fully synchronous learning experience after the start of the second quarter.

This DLP will detail:

- Technology Platform
- Expectations of Teachers
- Expectations of Students
- Expectations of Families
- Elementary Distance Learning Program
- Middle School Distance Learning Program

"Instruction conducted entirely online is as effective as classroom instruction." -U.S. Department of Education

Recommendations for Parents and Guardians

Making the shift to on-line learning can be a challenging experience for students and families. In order for students to be successful, distance learning requires a bit of a shift in the roles of parents and guardians, to one that encompasses acting as a co-teacher or educational supervisor. The degree to which each parent or guardian will have to function in this capacity depends on the age/prior learning and motivation of each child. This shift in roles can be accompanied by a great deal of stress for both students and the adults in the home assisting them. In an effort to decrease this added stress, we offer the following suggestions to assist families in transitioning to a distance learning program:

- Schedule time for fun shared activities with your child(ren). This will help balance your roles as parent/educational supervisor.

- Create a daily schedule with clearly defined routines, including a regular school day bedtime and wake-up time. Creating structure will allow students to separate school time from play time/free time while at home. As you set clear expectations with your child(ren), they will be more successful in managing their schoolwork and meeting their learning standards.

- Create a designated area in your home for school. Setting aside a specific place in the home where schoolwork will be performed will further help students make the distinction between school time and play time. This area should be free of distractions and include the supplies that your child(ren) will need for their classes. For the safety of your child(ren), consider having this place be in a public area of your home (dining room table, kitchen counter, living room, etc.) where their on-line activity can be more easily monitored.

- Plan for breaks during the school day. The in-person elementary school schedule includes recesses and the middle school schedule has five-minute breaks between classes to allow for transitions as well as a recess after lunch. Following this schedule is a good starting point for incorporating breaks into the school day, but you might find, especially for younger students, that more breaks are needed. During these breaks, encourage your child(ren) to give their eyes a rest and engage in activities that do not involve a screen. As circumstances allow, urge your child(ren) to get fresh air outside and participate in a physical activity.

- Schedule check-ins with your child(ren). Consider beginning their school day by making sure that they are clear about the plan for the day. For elementary students, that can include going over the day's agenda with them. In middle school, that can include reviewing which classes they have that day. Periodically continue to check-in with them throughout the day. Older students will generally need less adult assistance to manage their classes and workload than those in the lower grades. By checking-in with your child(ren) throughout the school day, you can help ensure that they do not fall behind with their schoolwork. You will also be able to detour any lost time in the school day that might result from little issues or concerns that might pop up. Consider closing the school day with a final check-in to discuss what your child learned and accomplished and to make plans for the following day.

- Reach out to your child(ren)'s teachers regarding any concerns you might have with how your child is adjusting to distance learning. If there are circumstances in the home that are making distance learning more challenging for your child(ren), please let their teachers know. Teachers are willing to collaborate with parents and guardians to ensure that each child can be successful with distance learning. Teachers will also be communicating with you regarding your child(ren)'s progress as needed.

- Help your child(ren) develop independence, perseverance, and problem-solving skills. In the field of education, there is this idea of "productive struggle." When a student is given time to grapple with an idea, problem, or new strategy/approach, they are better able to learn and retain new skills and information. Do not be too quick to jump in and offer help or solutions. If a child observes that they can get an adult to do most of their work and thinking for them by complaining about how "hard" it is, they will default to choosing this path of least resistance and the quantity and quality of their learning will decrease. Instead of immediately providing direct assistance, try to be positive about how your child(ren) has approached the task and invite them to consider different strategies if they become stuck. Use questions to help lead your child(ren) to discovering how to solve the problem on their own.

- Support your child(ren)'s need for social interactions. Students engaged in distance learning can sometimes feel isolated from their peers. Although students enrolled at CTCS choosing to do the distance learning option will still be able to collaborate with peers via technology, try to make sure they can find other ways to connect with friends in a more casual environment (even if said environment is still virtual).

- Encourage your child(ren) to stay physically active. This will not only help with their overall health but will help them better focus on their studies.

School iPads

Due to generous donations, Christ the Teacher Catholic School will be providing all K-8th grade students with a school-issued iPad for use during the 2020-2021 academic year. These iPads will be used to complete schoolwork for both distance learning and in-person students. It is our belief that this universal 1:1 technology program at our school will enhance student learning and streamline educational procedures. The school iPads are to be used only for academic purposes. For further information and guidelines regarding school iPad use, please refer to the CTCS Parent and Student Handbook.

Technology Platform

For the 2020-2021 school year, Christ the Teacher Catholic School will be utilizing Microsoft Teams and Office 365 for both in-person and distance learning. K-2nd grade teachers will also have the option of using Seesaw in addition to Teams.

All K-8 students will be issued a school e-mail address and password. This e-mail address will consist of the first initial of the student's first name, followed by their last name @ctcsyakima.org. For example, a student named Sally Jones would have the e-mail address sjones@ctcsyakima.org. Students with the same first initial and last name will be addressed as individual cases. School-issued e-mail addresses are only to be used for academic purposes.

This e-mail address will give students access to Microsoft's Office 365, which includes Word, PowerPoint, Excel, Outlook, OneNote, Teams, and so on. Use of these products is tied to the school's Office 365 account and are free for students. Students will need to use their school e-mail address to access Microsoft Teams. Teams is the application that the school will be using for posting instructional videos, turning-in assignments, and taking tests.

# Brief Teams Tutorial

1. Log into the Office 365 website by going to office.com
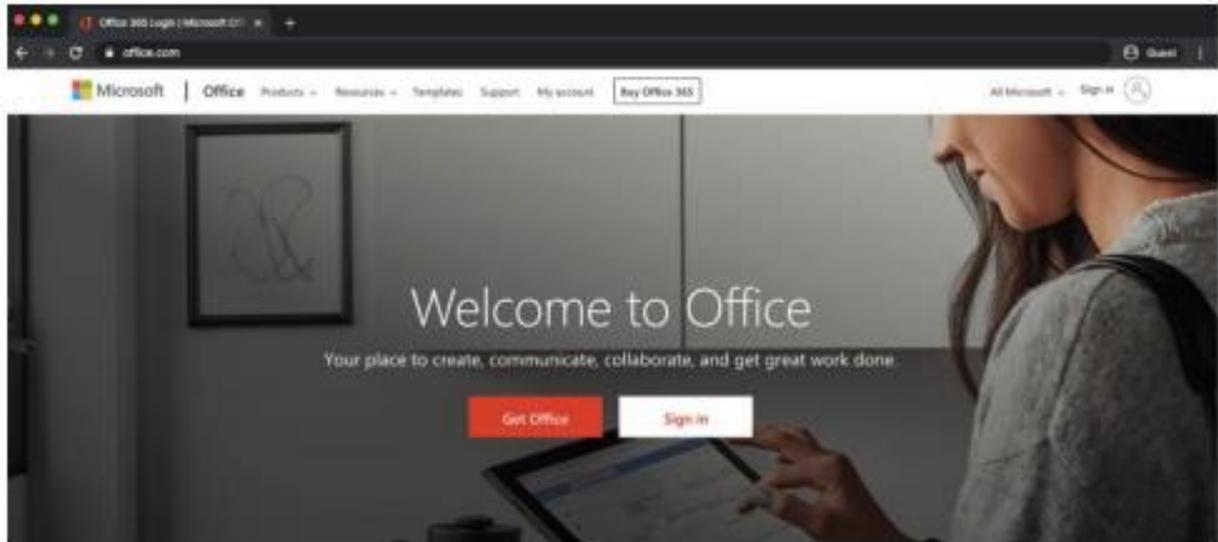
2. Sign-in with school-issued e-mail and password
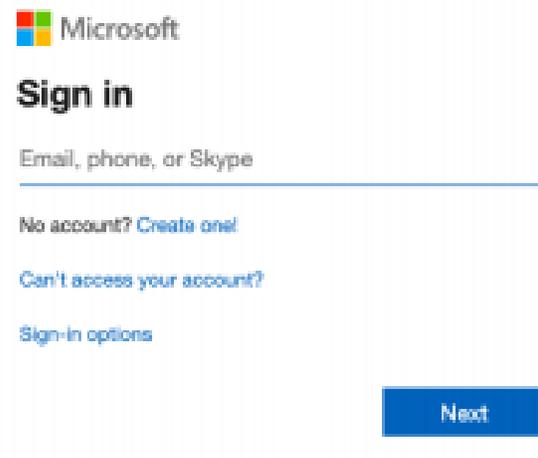
3. This will take you to the Office 365 app portal. From here, students can access any needed Microsoft application.
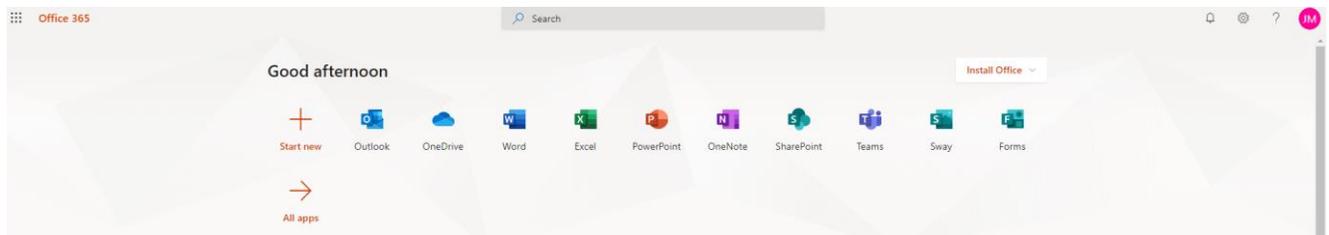
4. Click on the Teams icon to access the class pages.
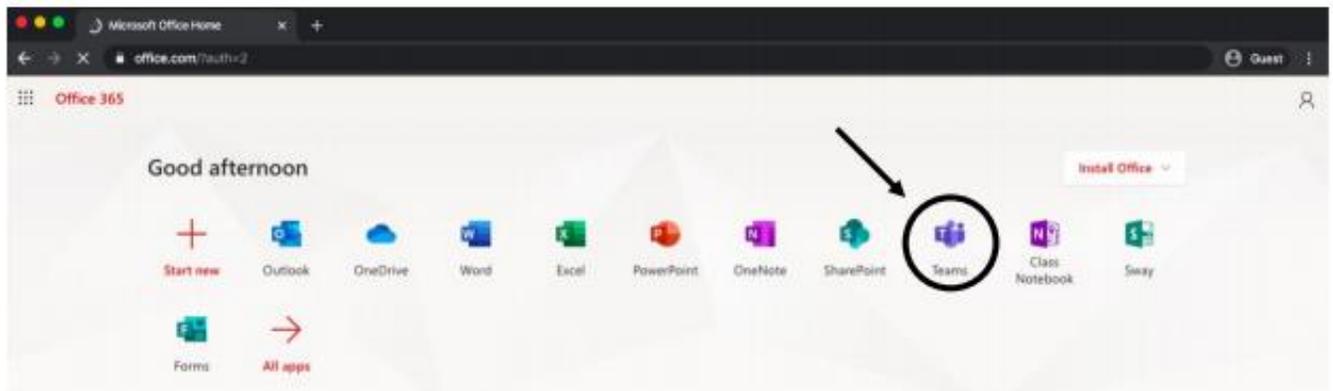
5. This will take students to their Teams launchpad, where they will be able to see all of their classes.
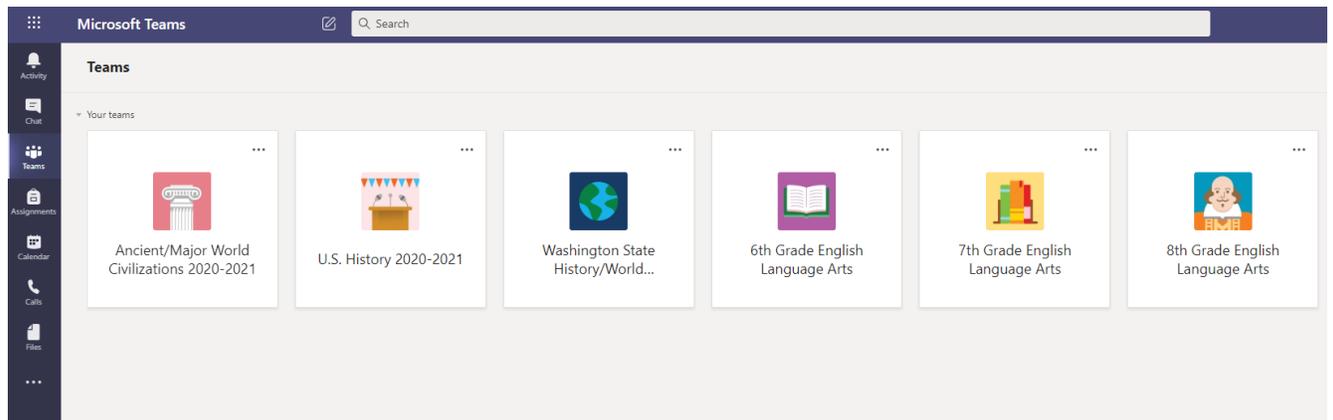

6. By clicking on the icon for a class, students will be taken to the "post" tab of that class. This is like a Facebook feed for that specific class. On the post page, students will be able to see assignments, comments, videos, etc. that the teacher has posted for the whole class. When a student sees an assignment listed on the post tab, they can click on "view assignment" to be taken to that specific activity.


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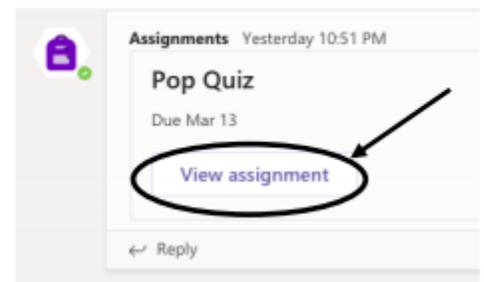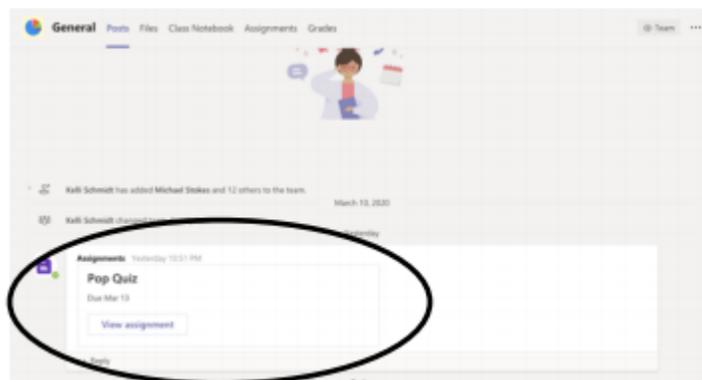
a. For quizzes or tests, select the quiz link under "My work." This will open up a new page with the quiz.

Pop Quiz
Due today at 12:00 PM

Instructions
Complete the mini quiz.

My work

Pop Quiz (Math - 8th)
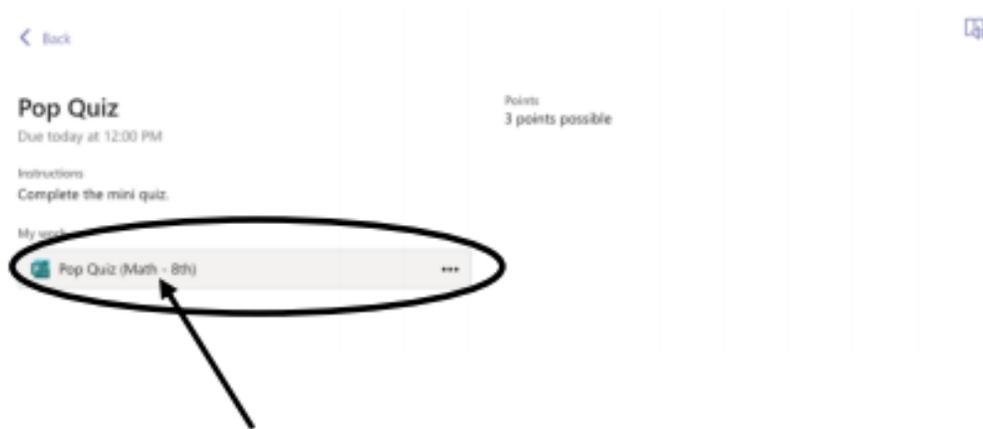
i. Once a student complete the quiz or test, they merely need to click "Submit."
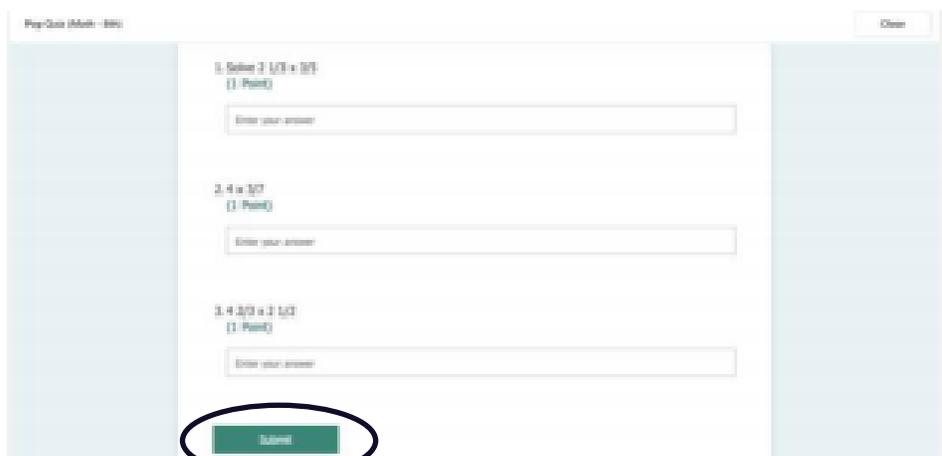
ii. This will take students to a page that says "Thanks!" Students will also be able to review their results from any portion of the test that was multiple choice.

Pop Quiz (Math - 8th)

✓ Thanks!
Your response was submitted.

View results

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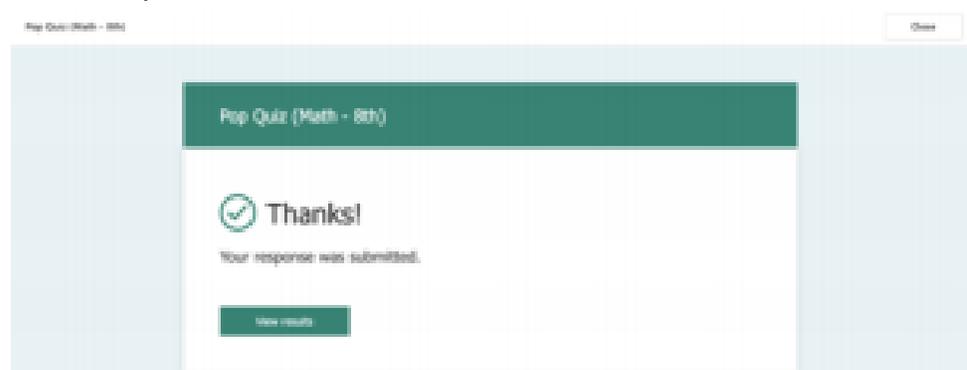
iii. Students may then click the "Close" button.

b. For assignments that require students to upload work, after having clicked on the assignment, students will see an "+Add work" button beneath the assignment instructions. This could be for things like photos of work/projects, Word documents, PowerPoints, etc.


i. After clicking the "+Add work" button, students will see three options for attaching their work: "OneDrive," "New File," or "Link."

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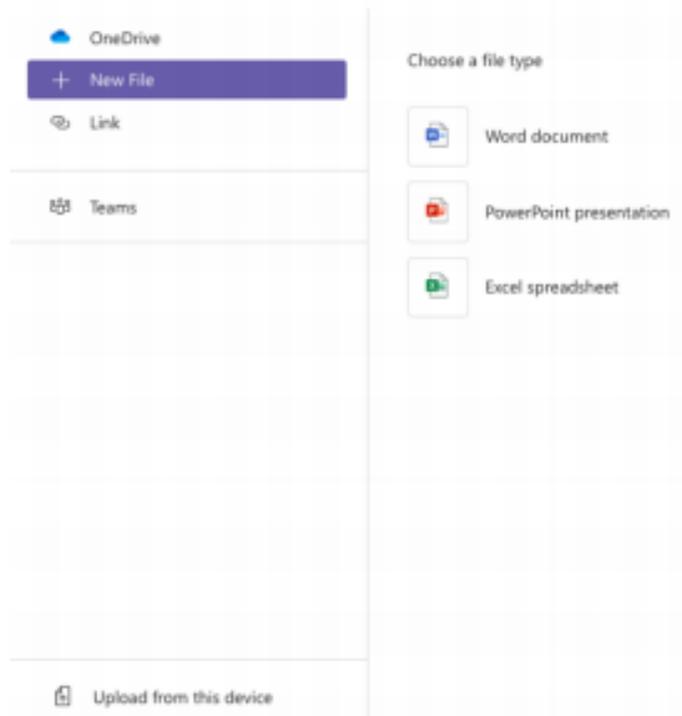
ii. Selecting "OneDrive" allows students to upload a Microsoft application file (such as a Word document) that has already been saved to their "OneDrive" account.

iii. Selecting "New File" allows students to create a new Word document, PowerPoint presentation, or Excel spreadsheet. Once a student clicks on the file type they would like to create, they will be prompted to name it. The name should be indicative of what the assignment is. After naming it, they should click on the "Attach"
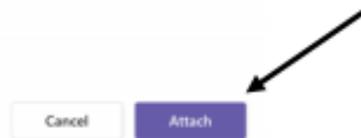
This will then allow students to go in and edit the file by clicking on it under "My Work."
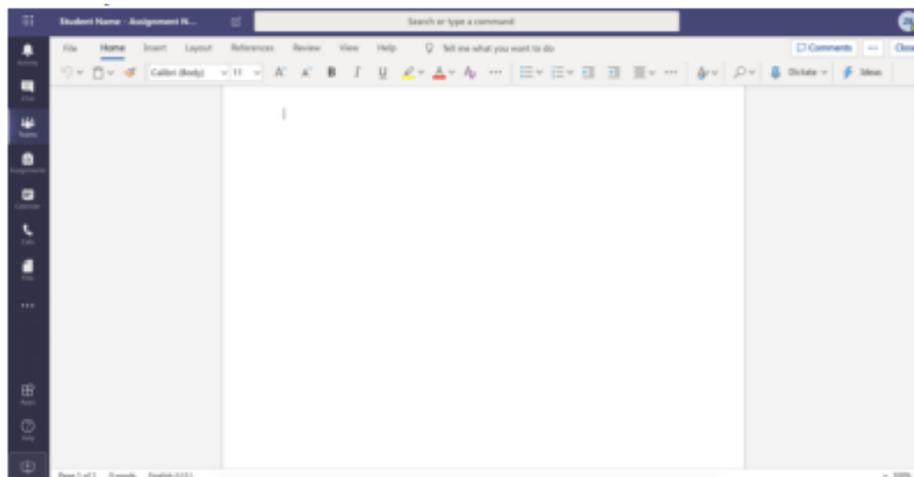
Once

students have completed the assignment, they will need to click the "Close" button in the upper right-hand corner.

Students will then click on the "Turn in" button

Turn in

This will submit the assignment and the student will be able to see when the work was submitted. If the student realized they made a mistake, they may click on the "Undo turn in" button to revise their assignment before repeating the turn in process, assuming the assignment deadline has not passed.

Turned in Fri Mar 13, 2020 at 1:43 PM ✓

Undo turn in
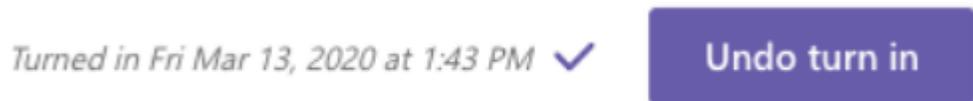
7. When on a class's "Post" page, students will see other tabs across the top of their screen.

General   Posts   Files   Class Notebook   Assignments   **Grades**
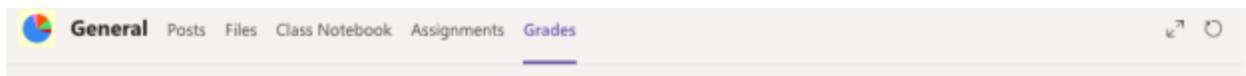
8. The "Files" tab shows any files that the teacher has posted for the class. These files will also be accessible from the "Posts" tab.
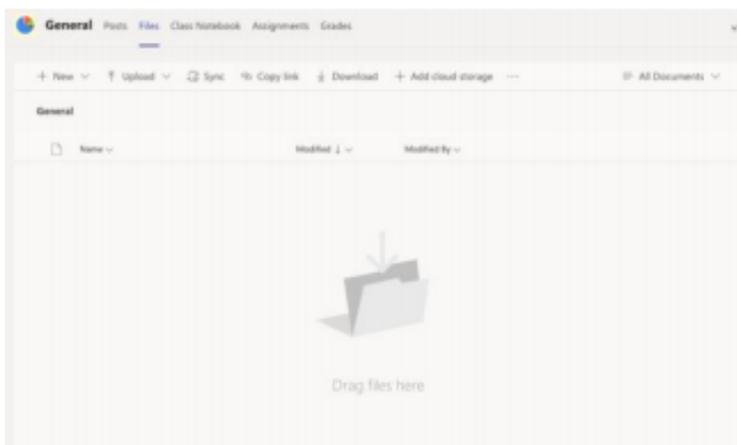
9. The "Class Notebook" tab allows students to access a OneNote notebook for private class notes (that only they and the teacher can see), a teacher-created content library, and a canvas for collaborating with other students in the class.

10. The "Assignments" tab is another place where students can see their work for a class. Unlike the "Posts" tab, the "Assignments" tab only shows student work.

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From here, students can see both their completed and assigned work.
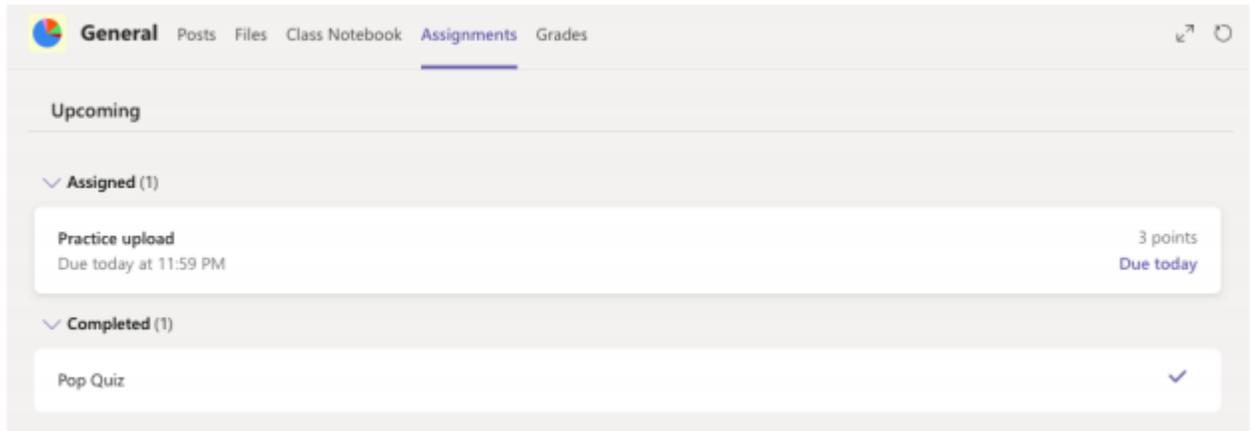
11. The "Grades" tab lets students see the grades and feedback they received on an assignment. Please note: OptionC will still be the official record of student grades for CTCS. The "Grades" tab should merely be used as a barometer for measuring student work and progress.
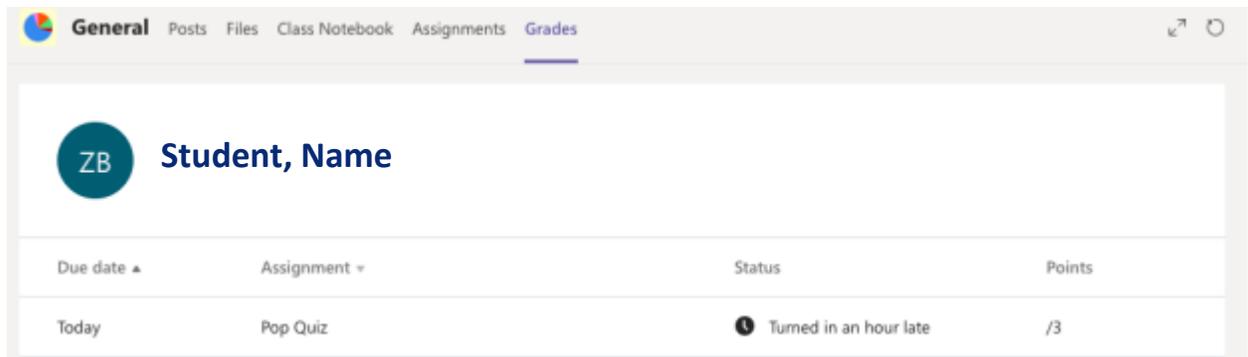
12. The "Teams Menu Bar" is located on the left-hand side of the screen. This allows students to switch to various pages within Teams.
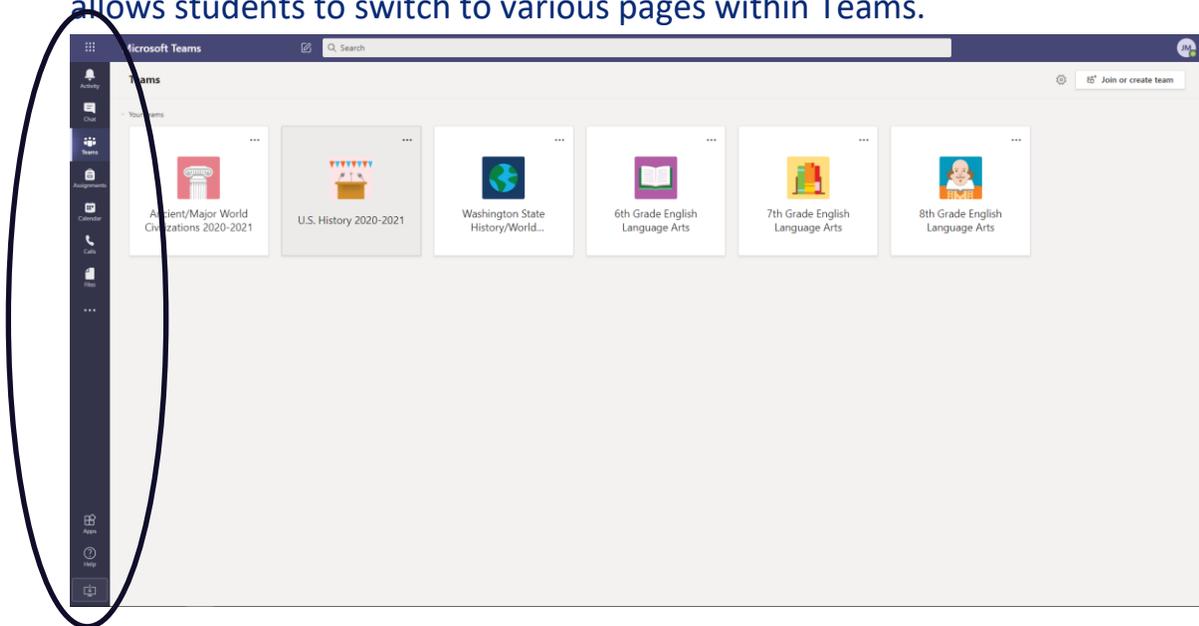
a. "Waffle" (Nine dots in the shape or a square): shows other Office 365 Apps.
b. "Activity": shows the feed for the student's class Teams (mentions, replies, notifications, etc.)
c. "Chat": allows teachers and students to communicate with each other within Teams (not to be used for student-to-student communication).
d. "Teams": takes students to the page that shows all their class Teams.
e. "Assignments": shows students a list of their assignments for each class. Students may also use this page to access assignments and submit their work.
f. "Calendar": shows an editable calendar.
g. "Calls": not a feature to be used.
h. "Files": shows students their OneDrive files as well as any files shared through Teams.
i. "Ellipsis" (Three dots in a row): shows other apps that the teacher might have added for student use.

Expectations of Teachers

Christ the Teacher Catholic School teachers are expected to do the following to support their students in the distance learning program:

- Post all daily assignments, videos, and other learning materials to their class Team prior to 8:00 A.M.
- Post the CTCS Video Announcements to their class team by 8:00 A.M. (homeroom teachers)
- Provide timely feedback.
  - Establish clear expectations regarding where/how students should ask questions and seek clarification regarding learning targets, assignments, and so on
  - Actively monitor e-mail and the Teams chat feature throughout the school day to provide prompt answers to questions. While actively teaching and monitoring in-person students, it might not be possible to provide immediate responses to communication from those students enrolled in

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the distance learning program, but responses need to occur as quickly as possible.

- o Provide well-written and detailed critiques of student work; clarify as needed
- Ensure equal access to learning for online learners compared to their in-person peers.
    - o The work given to students enrolled in the CTCS distance learning program should be the same as work given to the in-person students. Make accommodations as necessary (e.g. if in-person students are doing presentations, have the same criteria and rubric, but allow distance learning students to video their presentation and then upload it on Teams), but the learning tasks distance learning students complete should not be materially different than those that the in-person students are doing.
    - o Avoid requiring printing. All learning activities that are to be submitted as an assignment should be able to be completed on the students' school-issued iPads or should be something where a student is able to use their iPad to take a photo of the assignment and upload it to Teams (e.g. building a model, showing math work on a blank piece of paper, practicing handwriting on a blank piece of paper, etc.).
    - o Use the Channels feature on Teams to allow for synchronous collaboration between distance-learners and in-person learners.
    - o Consider other ways that distance learners can interact with their peers, even if it is not in real time (such as creating, viewing, and responding to Flipgrids).
- Check-in with distance learning students and/or families at least once a week to ensure that they are meeting standards.

Expectations of Students

Christ the Teacher Catholic School distance-learning students are expected to do the following to ensure their success in this learning model:
- Dedicate the required time to learning, following a regular school day.

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- Follow the in-person school schedule for checking each class on Teams
  - Elementary students will need to check their teacher's (or teachers' for 3rd/4th) Teams page daily and their Religion and Spanish pages on the days their in-person peers have those classes (see Elementary Distance Learning Program later in this document).
  - Middle school students will need to check their class teams for the classes they have on any given day, i.e. Blocks 1, 2, and 3 on Monday and Wednesday and Blocks 4, 5, and 6 on Tuesday and Thursday (see Middle School Distance Learning Program later in this document).
- Participate in the synchronous activities as offered by the teachers.
- Submit all assignments and tests in accordance with the guidelines and timeline the teacher has provided.
- Maintain academic integrity by not plagiarizing or using forbidden resources (such as googling answers while taking a test).
- Ask questions or ask for an adult's assistance to communicate any questions, confusion, or concerns to specific teachers.
- Use appropriate communication when corresponding with teachers or peers.
- Use the school-issued iPad only for academic activities.
- Take responsibility for individual learning.
- Maintain healthy habits to ensure social and emotional balance with academic life.

Expectations of Families

The families of Christ the Teacher Catholic School distance learning students are expected to support their child(ren) in the following ways:

- Provide an environment conducive to learning (access to internet, access to school supplies, sufficient lighting, minimized distractions, etc.)
- Assist younger students with understanding directions and tasks.
- Engage students in conversations about posted materials and assignments.
- Monitor student work and attendance (check-up on the status of student assignments on Teams, check grades on OptionC).

- Monitor student iPad use to ensure that this technology is being used safely and appropriately.
- Communicate any questions or concerns to the appropriate teacher in a timely manner.
- Support the social, emotional, and physical health of students by encouraging break times, play, time away from screens, physical activity, and connecting with peers and friends.

Elementary Distance Learning Program

Elementary students in a distance learning program require more support than their older counterparts. Elementary students are still developing their independence and need their families and teachers to work in tandem to help them access their on-line resources and assignments and engage in the distance learning process.

Elementary homeroom teachers will post daily lessons and assignments before 8:00 A.M. Spanish and Religion teachers will post daily lessons and assignments on the days in-person students have those classes before 8:00 A.M. Elementary homeroom teachers will also post daily video announcements by 8:00 A.M.

Learning activities for elementary students may include assignments such as reading books out loud to family members that do not require submitting work on-line. It will be the responsibility of parents and guardians to ensure that students are completing this type of work and improving their skills. There will generally be greater flexibility for elementary students with their daily work than middle school students. Elementary teachers will designate specific times for synchronous learning and will advise families of these interactions at least a day in advance. Other than these times, elementary students will be able to work through their instructional content and assignments at their own pace, as long as they are submitting assignments on time.

The following is the elementary schedule:

	Kinder						1st						1st						2nd						3rd						4th						5th				
	M	T	W	TH	F		M	T	W	TH	F		M	T	W	TH	F		M	T	W	TH	F		M	T	W	TH	F		M	T	W	TH	F		M	T	W	TH	F
7:30	arrive	arrive	arrive	arrive	Virtual	7:30	arrive	arrive	arrive	arrive	Virtual	7:30	arrive	arrive	arrive	arrive	Virtual	7:30	arrive	arrive	arrive	arrive	Virtual	7:30	arrive	arrive	arrive	arrive	Virtual	7:30	arrive	arrive	arrive	arrive	Virtual	7:30	arrive	arrive	arrive	arrive	Virtual
8:00						8:00						8:00						8:00						8:00						8:00						8:00					
8:15					Mass	8:15						8:15					Mass	8:15						8:15					Mass	8:15					Mass	8:15					Mass
8:30						8:30						8:30						8:30						8:30	religion		religion			8:30		religion		religion		8:30					

(Table continues with time slots through 15:00 including recess, lunch, religion, and spanish blocks for each grade level.)

(Note: if the whole school needs to move to distance learning, this schedule will be adapted to foster more synchronous learning opportunities.)

Students will be expected to log-in to their class Teams daily and submit any daily or long-term assignments in accordance with teacher guidelines.

Questions for specific teachers can be sent to them via their class Team or by e-mailing them at their CTCS e-mail address (initial of first name last name @ctcsyakima.org).

Middle School Distance Learning Program

Middle school students in distance learning programs should be better equipped to work independently, assume greater responsibility for their education, and require less direct parent/guardian aid. However, middle school students still benefit from adult support and assistance when managing their distance learning workload.

All middle school teachers will post daily lessons and assignments before 8:00 A.M. First period teachers will post daily video announcements by 8:00 A.M.

Middle school students should follow the same schedule as their in-person peers. (This includes watching the daily announcements/prayer at 8:00 A.M. on their first period's Team page.) This will allow for a greater degree of synchronous learning as students will be able to collaborate in real-time with their peers through applications like Nearpod, Quizlet, and channels on Teams (small group collaboration spaces that

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teachers can create for their classes). Students are expected to submit their daily and long-term assignments via Teams by listed deadlines.

The following is the middle school schedule:

	Monday			Tuesday			Wednesday			Thursday			Friday
8:00-9:55	Block 1		8:00-9:55	Block 4		8:00-9:55	Block 1		8:00-9:55	Block 4		8:15-9:15	Virtual Mass
10:00-11:55	Block 2		10:00-11:55	Block 5		10:00-11:55	Block 2		10:00-11:55	Block 5		9:15-3:00	Independent
12:00-12:30	Lunch		12:00-12:30	Lunch		12:00-12:30	Lunch		12:00-12:30	Lunch			Virtual
12:30-12:55	Break		12:30-12:55	Break		12:30-12:55	Break		12:30-12:55	Break			Learning
1:00-2:55	Block 3		1:00-2:55	Block 6		1:00-2:55	Block 3		1:00-2:55	Block 6			Day
					6th	7th	8th						
				Block 1	History	Math	Spanish/Religion						
				Block 2	Spanish/Religion	History	Math						
				Block 3	Math	Spanish/Religion	History						
				Block 4	ELA	Science	Spanish/Religion						
				Block 5	Spanish/Religion	ELA	Science						
				Block 6	Science	Spanish/Religion	ELA						
				Spanish and Religion each receive half a block of time, i.e. 55 minutes									

(Note: if the whole school needs to move to distance learning, this schedule will be adapted to foster more synchronous learning opportunities.)

Questions for specific teachers can be sent to them via their class Team or by e-mailing them at their CTCS e-mail address (initial of first name last name @ctcsyakima.org).

CTCS Distance Learning Program Goals

It is the aim of the CTCS distance learning program to provide the same quality education that in-person students receive. This includes meeting the School-wide Learning Expectations that will help students develop in spirituality, academics, and service. The CTCS DLP will present academically rigorous and creative content to help students meet national, state, and Diocesan standards, in addition to helping them:

- Follow the example of Christ
- Know the teachings of the Catholic Church
- Share the Good News of Christ
- Work to their highest potential
- Think critically and problem solve
- Reflect on their own learning

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- Express themselves through oral, written, and artistic communication
- Share their unique gifts with others as Christ asks
- Promote social justice
- Participate actively in school, local, and global community projects

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