
Distance Learning Plan

Assumption Catholic School

A special thanks to our teachers and staff who worked so diligently on Monday morning to help come up with this plan; and to Larkin Temme and the faculty of Holy Family in Seattle who gave us a start with this template. Thank you to Tara Gilligan Reimer and the Admissions and Retention team for the tagline and mission ideas for students.

NO DISTANCE IS TOO GREAT FOR LEARNING AT CATHOLIC SCHOOLS!

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. However, we do contend that quality learning can occur from a distance.

Our priorities will be:

Learning at a distance for **health and safety**; and lighting up our world with **leadership and faith**.

- **Growing in our faith.** There are opportunities for prayer including the Rosary as a family at 7 am (in solidarity with parishioners praying for a return to public Mass) and the Angelus at 12 noon. We also encourage prayer and the Pledge of Allegiance at 8 am when our school day begins.
- **Quality instruction.** Learning can still happen and will happen throughout the day. This is not a vacation, but a time to be creative. Our teachers and staff will continue to work diligently each day to provide what students need.
- **Routine.** Students should expect to begin "school-at-a distance" at the same time each day and have time set aside like they would in a regular school day. This includes time for snack and meals, music, art, Spanish, exercise, and academics.
- **Tech-free time.** Although students are required to be online at certain times of the day, we encourage the **majority** of the day to be learning without technology.
- **Flexibility.** This is a new process for all of us, so patience, understanding, compassion, and flexibility are necessary for us to get through this.
- **Project-based learning.** Projects in progress will continue into the next six weeks. Additionally, this is a great opportunity for more project-based learning. Look for chances to do more of these things from home.

The purpose of this document is to describe the actions that our school will take to continue instruction in the event of an extended campus closure. We endeavor in our Distance Learning Plan (DLP) to accomplish three goals PK-8 within a flexible framework:

- Interactive (synchronous) learning time (ZOOM, Skype, Teams, Seesaw)
- Online Delivery (asynchronous) learning time (Vimeo, Khan Academy, YouTube)
- Assessment (OneNote, Forms, Office 365, Sway)

The Principal will periodically send email updates to parents and faculty/staff apprising them of any pertinent information about when our school might reopen for regular classes. As with the decision to close campus, the decision to reopen school for regular classes will be made in close consultation with the pastor, the Archdiocese of Seattle, Department of Health, and Bellingham School District.

With regard to the school's core technological and communications systems, our school offers the following:

Channel	Audience	Description & Access
Email	Faculty, Staff, Parents, Students	Email will be used for all major communications and announcements, including those from the Principal and teachers. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well. Please make sure all parent emails are up to date and correct.
Microsoft Office 365	4th-8th grade	Office 365 (including OneNote, Forms, OneDrive, Stream, Teams, etc.)
ZOOM	Students across all grades	ZOOM is an online video conferencing platform that allows for live group meetings, hosted by teachers.
Seesaw	PS-3 rd & 5 th grade	Video sharing and lesson plans for younger grades, created by class.

Specialist Classes (physical education, Spanish, art, and music) lessons will also be designed and included with homeroom teacher correspondence to families.

Resources

Scholastic Reading Ideas at Home

<https://classroommagazines.scholastic.com/support/learnathome.html>

Virtual Museums

<https://hellogiggles.com/news/museums-with-virtual-tours/>

How will our school ensure that students have access to these tools from off campus?

Most of our technology tools are not device-specific, which means students will be able to access learning through nearly any electronic device. Students will be asked to utilize home electronic devices to access these tools. If your family does not have access to a laptop, computer, or tablet, please notify Mr. Anderson and you will be allowed to sign out Chromebooks. Please provide a signed a waiver and ensure that the Chromebook is returned in similar condition (lost, broken or stolen Chromebooks are subject to a fee). Please note that we have a limited number of devices and only sign out this device if it is necessary. If you do not have wireless, we can recommend using a hotspot and data from your phone. <https://www.pc当地>

Daily Schedule and Your Mission

This is the recommended schedule for families from 8 am to 3 pm each day. Remember that PS-3rd (and 5th grade) teachers will be using email and Seesaw during this time, while 4th-8th grade teachers will be using Microsoft Teams and OneNote during this time. All may use ZOOM meetings as a way to collaborate with both parents and students. REMEMBER, this is a general guideline, but the benefit of homeschooling is FLEXIBILITY.

Note: Get dressed, make your bed, brush your teeth, and have breakfast. You are going to "school" today just like any other school day.

8:00 am- Prayer and Pledge of Allegiance

8:15 am to 10:00 am- Math and English/Language Arts block. Students may be asked during this time to video conference with a teacher or in small groups for literacy circles. All teachers and students are online and available during this time. This is a **tech-dedicated** time for grades 4-8.

10:00 to 12:00 pm- Flexible schedule, but students are not required to be online at this time. If needing to collaborate, make an appointment in the morning to agree on a time. This may be a time for social studies, science, Spanish, and finishing work from the morning.

12:00 to 1:00 pm- Angelus Prayer and Teachers are offline for lunch and for time to meet as a staff or in PLC teacher groups.

1:00-3:00 pm- This is outdoor and "play" time as appropriate. It is a tech-free time. However, teachers are still available at this time for conferencing with parents, as needed. This is also your **Mission Time**: choosing a way to demonstrate your learning and creativity without technology. The one exception would be a "Post" time from your Mission (See #9 below.)

In the next six weeks, you will be challenged to learn in a new way. So, what WILL your 42-day mission be? Will you take on a mission to: 1) come back to school stronger and smarter, 2) make your world brighter, 3) show why others may love enrolling at your school?

CHOOSE YOUR MISSION (at least one from below)

1. **Pray.** Design and build a prayer space in your home. Photograph and keep a daily faith log. Just as Christ Jesus was in the desert for 40 days, document how you strengthen your faith.
2. **Fast.** After using necessary technology for your assignments, fast from technology for up to four hours per day. Set a goal for amount of time you WON'T spend on your device each day. Log what else you do in a paper journal.
3. **Give.** In the sacrificial tradition of giving alms during Lent, think about what service you can provide from the comfort of your home? Call family members, to check in and assure you're praying for them.
4. **Build.** Build a Victory garden (or any kind of garden), or an outdoor prayer space, or a Little Free Library (stocked with your favorite inspirational reads).
5. **Run.** Run two marathons. (For lower grades, run/walk and log 1.25 miles a day.) Run 100 miles. (For upper grades, run and log 2.5 miles a day.)
6. **Hike.** Log miles on your favorite trails.

7. **Nature notebook.** Tree identification, learn about rocks, as the "How come?" question and then research during your science time.
7. **Fuel.** Design a healthy meal plan. Prepare, cook, and serve one lunch and one dinner to your family each week.
8. **Read.** Over and above school assignments, set a goal for number of pages or a book a day! Set a goal to read non-fiction if you are a fiction-lover.
9. **Post.** Build a blog about why you love your Catholic school and how Mass, music, reading, teachers, and friends build your faith.
10. **Inspire.** Set your own goal, inspired by what sparks you: your hobby, sport, music, and more.

If you complete one of the above quickly, choose one more item from above! This list will take you longer than six weeks to complete. Get more Mission ideas [here](#).

Whatever your MISSION, take pictures and document. These will be stories we tell on the school's Instagram and Facebook pages to show how *No Distance is Too Great for Catholic Schools* and significant learning. (Please provide permission to post to social media when you submit your work.)

Eight Distance Learning Guidelines for 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 eight guidelines provided below are intended to help teachers across all grade levels reflect on challenges they'll confront in shifting to distance learning.

1—At our school, we know our students and they know we care

Our commitment is to nurture relationships and demonstrate deep care for our students and one another. In the event of a crisis that leads to implementation of this DLP, your students may be stressed or worried. Before diving into curriculum, take the time to assess your students' mental, physical, and emotional well-being. How are they doing? How are their families?

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. Ask your students and/or their parents whether their online access is reliable and what devices the student has at their disposal. Determine which students will need to sign out a device. Open a dialogue with students and families and avoid assumptions that all students' circumstances are the same.

3—Stick with the familiar

Especially in the first weeks after moving to this DLP, teachers should continue using existing communication channels and learning management systems. In other words, **stick with what's familiar to your students**. Teachers should remember that while many students will thrive with distance learning, others will struggle.

4—Less is more

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 volume of assignments and assessments.

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

Years or decades from now, how will our 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, and media/government responses.

EIGHT DISTANCE LEARNING GUIDELINES FOR TEACHERS (CONTINUED)

6—Design asynchronous learning experiences

When school is closed and students are learning from various locations, teachers can still connect them asynchronously (not all students at the same time). For example, Middle School teachers can use familiar discussion forums/thread or tools to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.

7—Design synchronous learning experiences

When it comes to student engagement and learning, relationships matter as much online as they do in person. Collaboration remains important and there are many ways teachers can foster it through synchronous (all students at the same time) learning. This is a good time for discussion, class meetings, sharing, show and tell, and more.

8—Think differently about assessment

Assessment is one of the most challenging adjustments for teachers new to online 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 frequency and end goal of assessment** instead of forcing a traditional assessment method that doesn't fit distance learning.

Teachers have committed to calling individual families frequently over the next six weeks, just to check in. Please show them your gratitude for the hard work they are doing during this time!

The guidelines above are modeled directly on the DLP of the American International School of Japan and 'Iolani School, with our gratitude.

Let us not grow tired of doing good, for in due time we shall reap our harvest, if we do not give up. -- Galatians 6:9 6

Ten Guidelines for Parents Supporting Distance Learning

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.

1—Establish routines and expectations

From the first day our school implements its DLP, parents need to establish routines and expectations. We encourage parents to set regular hours for their children's schoolwork. We suggest students begin their studies at 8:00 a.m. Keep normal bedtime routines for younger children and expect the same from your older-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 the ways their children will spend their days. This should begin 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 when 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.

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3—Monitor communications from your children's teachers

Teachers will communicate with students/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. When you need to contact teachers, please remember that teachers will be communicating with many students as well as other parents and that communications should be essential, succinct, and self-aware. We also encourage parents to have their 4th-8th grade-aged children explain the online platforms their teachers are using.

4—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. 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.

TEN DISTANCE LEARNING GUIDELINES FOR PARENTS (CONTINUED)

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

In the course of a regular school day, your son or daughter engages with other students or adults dozens if not hundreds of times. These social interactions and opportunities for mediation include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments

6—Establish times for quiet and reflection

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

7—Encourage physical activity and/or exercise

Make sure your children remember to move and exercise. This is vitally important to their health, well-being, and learning. 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. Don't let your children off the hook – expect them to pitch in!

8—Remain mindful of your child's stress or worry

One thing is for certain: our school will only implement this DLP when a serious emergency has occurred. When this happens, it is imperative for parents to help their children manage the worry, anxiety, and range of emotions each may experience. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide. Please reach out to your child's teacher or contact us should you feel your child needs a counselor if they are expressing extreme worry.

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9—Monitor how much time your child is spending online

Our school does not want its students staring at computer screens for 7–8 hours a day. We ask that parents remember most teachers are not experts in distance learning and that it will require some trial and error before we find the right balance between online and off-line learning experiences. Administrators or teachers will periodically check in with you to assess what you're seeing at home and what we need to adjust. We thank you in advance for your patience and partnership!

10—Keep your children social, but set rules around their social media interactions. Set parental controls.

Help your children maintain contact with friends and see them in person when circumstances permit. Please also monitor your children's social media use, especially during an extended school closure. We ask parents to monitor their children's use of social media. Remind your children to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. A student's written words and tone can sometimes offend or cause harm to others. You can use this [Family Media Agreement](#) to remember parental controls on devices. ALWAYS have them use the device in a common area so that you can see the screen they are on and to be sure that your children are **safely** using websites that **you approve** of.

Roles & Responsibilities During Distance Learning

Many stakeholders will contribute to the effective implementation of this DLP. The roles and responsibilities of students and parents are delineated below.

Student Roles & Responsibilities	
For questions about ...	Contact
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	homeroom teacher, then the principal or technology director
a personal, academic or social-emotional concern	your child's teacher

ROLES & RESPONSIBILITIES DURING DISTANCE LEARNING (CONTINUED)

Parent Roles and Responsibilities

Provide support for your children by adhering to the 10 Guidelines for parents as well as you can:

- Establish routines and expectations
- Define the physical space for your child's study
- Monitor communications from your children's teachers
- Begin and end each day with a check-in
- Take an active role in helping your children process their learning
- Establish times for quiet and reflection
- Encourage physical activity and/or exercise
- Remain mindful of your child's stress or worry
- Monitor how much time your child is spending online
- Keep your children social, but set rules around their social media interactions

PS-5 School Priorities & Considerations

- After receiving initial notice from the Principal about school closure and timelines, families will receive an email from their homeroom teacher with specific information.
- The primary tools for communication between teachers and families will newsletters via email, video and assignments emailed to families,
- Students will have both off- and on-screen learning activities designed to engage learners in experiences that connect to the current curriculum.
- Resources will vary by class and lesson, but will include links to videos, graphic organizers, scanned material to read and engage with, independent research material via online sources or our library databases, and reading materials including ebooks.
- Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in grades K-2 will need higher levels of support than students in grades 3-4.

Elementary School: Approximate Time Frames for Learning

Preschool and Kindergarten to Third Grade	
15-20 minutes	Language Arts/Writing
20-25 minutes	Mathematics
20-25 minutes	Science or Social Studies
10 minutes	Religion, prayer, faith formation
Fourth and Fifth Grade	
35-45 minutes	Language Arts/Reading
30-40 minutes	Writing
45-60 minutes	Mathematics
25-30 minutes	Science or Social Studies
15 minutes	Religion, prayer, faith formation
All Elementary School Students	
Enrichments	
Flex Learning	<ul style="list-style-type: none"> • Reading aloud and independent reading: 20 minutes daily • Board games & challenges with math/strategy/critical thinking
Creativity	<ul style="list-style-type: none"> • Engage exploration of art, music, outdoor physical activity, sports and nature.

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Commented [AD4R3]:

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Commented [AD6R3]:

Middle School Priorities & Considerations

- After receiving initial notice from the Principal about school closure and timelines, families and students will receive an email from their homeroom teacher as well as class teachers with class instructions on Microsoft Teams.
- The primary tool for communication between teachers and families is email and Microsoft Teams.
- The primary tools for communication between teachers and students is email, the website, and ZOOM. Students will receive an invitation to ZOOM or Microsoft Teams call, should this be necessary.
- Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved.
- Resources vary by class and lesson, but will include links to videos, graphic organizers, scanned material to read and engage with, independent research material via online sources or our library databases, and reading materials including e-books.
- Students are encouraged to be proactive in reaching out to teachers via email when they have questions or assignments are unclear.
- A virtual meeting with a teacher is always available to support students with academic, social, or emotional needs. Please initiate contact by email.

Middle School: Approximate Time Frames for Learning & Resources

Grade Level	Approximate Time per Scheduled Class (includes ZOOM contact time and homework time)
Grades 6–8	40 minutes
Flex Learning <ul style="list-style-type: none">• Independent & self-directed• For the sake of learning• No time limit/requirement	<ul style="list-style-type: none">• Read for pleasure• Be active• Explore personal interests/passions• If it is safe...<ul style="list-style-type: none">- Explore outside- Seek out social interaction (if possible)

Let us not grow tired of doing good, for in due time we shall reap our harvest, if we do not give up. -- Galatians 6:9 12