Distance Plan for Learning
St. George Parish School
March 13, 2020

St. George Parish School has been providing distance learning to our entire student body, Preschool through 8th Grade since March 16, 2020 when school campus was closed in response to COVID—19.

This document explains our thoughts and protocols for Distance Learning currently happening, and will be adjusted going forward for new insights and protocols in response to the ever changing needs of our community.
Introduction to Plan for Learning

St. George Parish School is committed to ensuring 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, and so on). However, we do contend that quality learning can occur from a distance.

The purpose of this document is to describe the actions that our school takes to continue instruction in the event of an extended campus closure. We endeavor in our Distance Plan for Learning (DPL) to accomplish three goals Preschool–8 within a flexible framework:

- Live Student-Teacher Contact Time
- Online Content Delivery
- Online Monitoring of Student Progress/Student Assessment

It is our intention with the DPL that we continue to live our mission, vision, and strategic plan, which together assert that we will consider the well-being and growth of the whole child. The act of creating this DPL provides us with a unique opportunity to reinforce what we assert through our founding documents.

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 with close consultation with the pastor, the Archdiocese of Seattle, School Commission and Department of Health.
With regard to the school’s core technological and communications systems, our school offers the following FAQs to describe how we will communicate and manage learning in the event this DPL is implemented.

**How will our school communicate with parents, students, and faculty/staff in the event of an extended campus closure?**

Our school continues to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. All of these systems are remotely accessible. In addition, we have added a variety of other on-line tools as appropriate to grade level to plan, teach, observe and assess learning.

We value the collaborative partnership among teachers, parents and students and understand *each role as vital to the academic success of each child*. Mutual respect, positive attitudes and a growth mindset are key virtues necessary in this partnership.

**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. We have provided chrome books for families who requested such resource. We have sent work about temporary free internet access through Comcast.com for families who qualify.

If you do not have wireless, we can recommend using a hotspot and data from your phone. [https://www.pcmag.com/how-to/how-to-turn-your-phone-into-a-wi-fi-hotspot](https://www.pcmag.com/how-to/how-to-turn-your-phone-into-a-wi-fi-hotspot)

Most especially in the younger grades Preschool- Grade 1, hard copy versions of work may be available upon request.

<table>
<thead>
<tr>
<th>Channel</th>
<th>Audience</th>
<th>Description &amp; Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>Faculty, Staff, Parents, Students</td>
<td>Email is used for all major communications and announcements, including those from the Principal and teachers. Faculty also uses email to communicate to families, although they use other platforms to interact with their students. It is a parent’s responsibility to ensure that all contact information is current.</td>
</tr>
<tr>
<td>PowerSchool</td>
<td>Faculty, Parents, Students</td>
<td>This is our online gradebook for students in Grades 4-8th. Students of concern in Grades Kindergarten- Third Grade will receive mid-trimester reports for Second and Third Trimesters</td>
</tr>
<tr>
<td>Google G-suite</td>
<td>2nd -8th grade students and</td>
<td>Google G-Suite (including Gmail, Docs, Classroom, etc.) is the platform used by our</td>
</tr>
<tr>
<td><strong>Platform</strong></td>
<td><strong>Grade(s)</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Seesaw</td>
<td>Grades K and 1</td>
<td>The Seesaw platform is used for posting assignments and submission work.</td>
</tr>
<tr>
<td>Flip Grid</td>
<td>Grades K-8</td>
<td>This online platform is used recording and sharing short videos that display student work.</td>
</tr>
<tr>
<td>Zoom</td>
<td>Students across all grades</td>
<td>Zoom is used for live online video teaching/conferencing. Teachers host scheduled class meetings throughout the week as well as check-ins or one-to-one with kids when concerns come up. It is also used for smaller instructional group work with teachers for differentiation. Some teachers will post pre-recorded lessons and read-alouds using Zoom for students to access at any time through Google. Classroom or via email links. The staff uses Zoom for various groupings of staff meetings that include check-ins, troubleshooting issues, sharing successes and planning for future work. It is also used for teacher/student/parent conferences.</td>
</tr>
<tr>
<td>YouTube</td>
<td>K-8</td>
<td>Teachers are creating lessons on YouTube or posting specific lessons from others to share content and skills. All are shared through the Google.Classroom platform or live links in emails.</td>
</tr>
<tr>
<td>iReady Math</td>
<td>K-8 Students</td>
<td>This Web-based math and reading program are used the entire year in our blended learning. It teaches math and reading concepts/skills starting with their weakest link based on trimester formative assessments. Students participate in two to three weekly 30 minutes lessons in each subject.</td>
</tr>
<tr>
<td>iReady Reading</td>
<td>K-4 Students</td>
<td>This web–based reading program focused on non-fiction to increase students’ ability to read, comprehend, apply, and communicate information derived from complex text at their independent Lexile range according to periodic assessments. Teachers are assigning articles and students can also choose others for optional reading. Students will use this platform at least twice a week for 45 minutes.</td>
</tr>
<tr>
<td>Website</td>
<td>Grade</td>
<td>Description</td>
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<td>-------------------------------</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Showme.com</td>
<td></td>
<td>Some teachers use ShowMe to create video lessons using an interactive whiteboard that can be posted on Google.Classroom and Seesaw, or in live links to daily assignments.</td>
</tr>
<tr>
<td>Khan Academy</td>
<td>K-12</td>
<td>These lessons are organized by topic; the site includes math (K-12), science, technology, economics, art, history, and test prep. Each topic includes lectures delivered via YouTube videos. Some teachers are assigning specific videos for lessons. Students can use the site independently, or parents can create a parent account, then set up student accounts from which they can track their child’s progress.</td>
</tr>
<tr>
<td>Epic Books</td>
<td>Preschool-First Grade</td>
<td>Online library where teachers can assign books and assessment for students according to Fountas and Pinnell Reading levels. Students can also choose freely to read other books. This program allows students to read at their correct level to build fluency and comprehension skills.</td>
</tr>
<tr>
<td>Starfall</td>
<td>Preschool-First Grade</td>
<td>Free on-line reading and math activities for students to practice that parents are encourage to consider.</td>
</tr>
<tr>
<td>Musiclab</td>
<td>K-5</td>
<td>This On-line music education is presented by the music teacher in weekly music lessons.</td>
</tr>
<tr>
<td>Classicsforkids.com</td>
<td></td>
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</table>
The transition to distance learning is simple or easy. Teachers 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 help guide us in our work.

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 DPL, your students may be stressed or worried. We constantly assess your students’ mental, physical, and emotional wellbeing through a variety of activities to find out how are they doing and how are their families?

2—We evaluate our 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. Each year, we gather data on our families’ online access reliability and what devices the students have at their disposal. We do provide devices for students to sign out if needed. We have an open dialogue with students and families and avoid assumptions that all students’ circumstances are the same.

3—We stick with the familiar.
Especially in the first weeks after moving to this DPL, teachers should continue using existing communication channels and learning management systems. Since COVID-19, we have begun using new systems and it is our plan to ensure all students know how to use each at the start of the school so that in the event of DPL, students are already familiar with the devices and tools. In other words, we stick with what’s familiar to your students. Teachers do understand that while many students will thrive with distance learning, others will struggle.

4—We understand that less is more.
One challenge confronting teachers is 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.
Too many emails from various teachers is overwhelming for students and parents alike. Each Monday morning, teachers post all lessons for the week through email to parents and in Google.Classroom and on Seesaw for students. Parents and students have the opportunity to peruse the required work in preparation for the upcoming scheduled ZOOM meetings and lessons throughout the week. These documents help parents with pacing and oversight of work completion. Having one set of directions for the week, helps families manage work in their own timeframe. Students can post finished worked throughout the week 24 hours a day/7 days a week.

5—We embrace new opportunities and possibilities for your students.
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.

6—We 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—We 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 instruction, discussion, class meetings, sharing, show and tell, and more. Platforms like Google.Classroom also allow students to work collaboratively online.

8—We 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 thinking differently about the frequency and end goal of assessment instead of forcing a traditional assessment method that doesn’t fit distance learning.
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. 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 school implements its DPL, parents need to establish routines and expectations. We encourage parents to set regular hours for their children’s school-work. 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 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 DPL 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.

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 5th-8th 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. 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.
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. 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, if possible parents should regularly circle back and engage with their children about what they’re learning.

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. Parents may even experiment with noise-cancelling headphones (no music necessary!) to block out distractions.

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. 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 DPL if a serious emergency has occurred. Should this happen, 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.

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 requires some trial-and-error before we find the right balance between online and offline 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
There’s always excitement and uncertainty when there is a significant change to a routine, like school. If our school implements this DPL, the initial excitement of school being closed will fade
quickly when students start missing their friends, classmates, and teachers. 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. Older students will rely more on social media to communicate with friends. 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. *During DPL, the rights and responsibilities of technology usage listed in our Parent/Student Handbook are enforced and behavior that violates the respect of persons, property and the learning environment will be not be tolerated.*

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**Roles & Responsibilities During Distance Learning**

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

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### Student Roles & Responsibilities

- Establish daily routines for engaging in the learning experiences (e.g. following your daily schedule or establishing an 8:00 a.m. start)
- Identify a comfortable, quiet space in your home where you can work effectively and successfully
- Regularly monitor online platforms check for announcements and feedback from your teachers
- Complete assignments with integrity and academic honesty, doing your best work
- Check PowerSchool (Grades 4-8) weekly for missing assignments
- Do your best to meet timelines, commitments, and due dates
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Collaborate and support your peers in their learning
- Comply with the school technology contract, including expectations for online etiquette
- Proactively seek out and communicate with other adults as different needs arise (see below)

<table>
<thead>
<tr>
<th>For questions about ...</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>a course, assignment, or resource</td>
<td>the relevant teacher</td>
</tr>
<tr>
<td>a technology-related problem or issue</td>
<td>the relevant teacher and/or the principal</td>
</tr>
<tr>
<td>a personal, academic or social-emotional concern</td>
<td>the relevant teacher and/or principal</td>
</tr>
</tbody>
</table>
Parent Roles and Responsibilities

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

- Establish daily routines and expectations
- Define the physical space for your child’s study and technology needs
- Monitor communications from your children’s teachers
- Monitor your child’s communication to teachers and classmates
- Begin and end each day with a check-in
- Take an active role in helping your children process their learning and upload work
- Monitor PowerSchool (Grades 4-8) weekly for missing work,
- 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
- Email teachers with questions or concerns as they arise.
PS-4 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–3 will need higher levels of support than students in grades 4–8.

**Elementary School: Approximate Time Frames for Learning**

<table>
<thead>
<tr>
<th>Kindergarten to Second Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30 minutes</td>
<td>Language Arts/Reading</td>
</tr>
<tr>
<td>20-30 minutes</td>
<td>Language Arts/Writing</td>
</tr>
<tr>
<td>20-30 minutes</td>
<td>Mathematics</td>
</tr>
<tr>
<td>20–25 minutes</td>
<td>Science or Social Studies</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Religion, prayer, faith formation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third to Fifth Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30-45 minutes</td>
<td>Language Arts/Reading</td>
</tr>
<tr>
<td>30-45 minutes</td>
<td>Language Arts/Writing</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Mathematics</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Science or Social Studies</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Religion, prayer, faith formation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Elementary School Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrichments</td>
<td>Engage exploration of art, music, outdoor physical activity, sports and nature.</td>
</tr>
</tbody>
</table>
**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 google classroom.
- The primary tool for communication between teachers and families is email and Google Classroom.
- The primary tools for communication between teachers and students is Google.Classroom and Zoom. Students will receive an invitation to Zoom 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 and reading materials including eBooks.
- 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**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Approximate Time per Scheduled Class (includes Zoom contact time and homework time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 6–8</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>

**Flex Learning**
- Independent & self-directed
- For the sake of learning
- No time limit/requirement

- Read for pleasure
- Be active
- Explore personal interests/passions
- If it is safe…
  - Explore outside
  - Seek out social interaction (if possible)