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**Remote Learning Plan**  
**St. Frances Cabrini School**  
**2020 - 2021**

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## Introduction to Plan for Learning

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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 remote 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 will take to continue instruction in the event of an extended campus closure. We endeavor in our Distance Plan for Learning (DPL) to accomplish three goals PK-8 within a flexible framework:

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

It is our intention with the DLP 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 DLP 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 Office of Catholic Schools of the Archdiocese of Seattle, the School Board 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 DLP is implemented.

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

Our school will continue 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.

| 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.                              |
| Google G-suite      | 4th-8th grade                     | Google Suites (including Gmail, Docs, Classroom, etc.) will be the platform used by our Middle School.   |
| <u>Khan Academy</u> | 6-8<br>Math                       | Organized by topic, the site includes math (6-8). Each topic includes lectures delivered via YouTube videos. 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. |
| <u>Classdojo</u>    | K-3                               | Classdojo is a free resource. The website now includes an app for smartphone and tablet users.   |
| Pre-K               | PreK                              | PreK will be in person instruction.  |

**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 you will be allowed to sign out Chromebooks from the school provided that you sign a waiver and the Chromebook is returned in similar condition (lost, broken or stolen Chromebooks subject to a fee). Please note that we have a limited number of devices. Please 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.pcmag.com/how-to/how-to-turn-your-phone-into-a-wi-fi-hotspot>

## Ten Guidelines for Parents Supporting Remote Learning

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*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 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 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. 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.

## Roles & Responsibilities During Remote Learning

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

| <b>Student Roles &amp; Responsibilities</b>  |                      |
|--|----------------------|
| <ul style="list-style-type: none"><li>• Establish daily routines for engaging in the learning experiences (e.g. following your daily schedule or establishing an 8:00 a.m. start)</li><li>• Identify a comfortable, quiet space in your home where you can work effectively and successfully</li><li>• Regularly monitor online platforms to check for announcements and feedback from your teachers</li><li>• Complete assignments with integrity and academic honesty, doing your best work</li><li>• Do your best to meet timelines, commitments, and due dates</li><li>• Communicate proactively with your teachers if you cannot meet deadlines or need help</li><li>• Collaborate and support your peers in their learning</li><li>• Comply with the school technology contract, including expectations for online etiquette</li><li>• Proactively seek out and communicate with other adults as different needs arise (see below)</li></ul> |                      |
| <b>For questions about ...</b>   | <b>Contact</b>       |
| a course, assignment, or resource  | the relevant teacher |
| a technology-related problem or issue  | Ms. Martin           |
| a personal, academic, or social-emotional concern  | your teacher         |

| <b>Parent Roles and Responsibilities</b>   |
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| <p>Provide support for your children by adhering to the 10 Guidelines for Parents as well as you can:</p> <ul style="list-style-type: none"><li>• Establish routines and expectations</li><li>• Define the physical space for your child's study</li><li>• Monitor communications from your children's teachers</li><li>• Begin and end each day with a check-in</li><li>• Take an active role in helping your children process their learning</li><li>• Establish times for quiet and reflection</li><li>• Encourage physical activity and/or exercise</li><li>• Remain mindful of your child's stress or worry</li><li>• Monitor how much time your child is spending online</li><li>• Keep your children social, but set rules around their social media interactions</li></ul> |

## PS-4 School Priorities & Considerations

- After receiving initial notice from the Principal about school closure and timelines, families will receive an email from their teacher with specific information.
- The primary tools for communication between teachers and families will be 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 worksheets, 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.
- 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 3-8.

“**Under construction** - new synchronous and asynchronous remote learning is being planned for our remote learning to start in the Fall 2020.”

### Elementary School: Approximate Time Frames for Learning

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

## Middle School Priorities & Considerations

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- 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 are email, Zoom, or Google Meet. Students will receive an invitation to Zoom or Google Meet, 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   | 3 hours   |
| Flex Learning <ul style="list-style-type: none"> <li>• Independent &amp; self-directed</li> <li>• For the sake of learning</li> <li>• No time limit/requirement</li> </ul> | <ul style="list-style-type: none"> <li>• Read for pleasure</li> <li>• Be active</li> <li>• Explore personal interests/passions</li> <li>• If it is safe...               <ul style="list-style-type: none"> <li>- Explore outside</li> <li>- Seek out social interaction (if possible)</li> </ul> </li> </ul> |