

# ST. JOSEPH CATHOLIC SCHOOL



## DISTANCE LEARNING HANDBOOK 2020 – 2021



# ST. JOSEPH CATHOLIC SCHOOL

## Distance Learning Handbook

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### INTRODUCTION

#### What is Distance Learning?

Distance Learning is instruction in which the student and instructor are in different locations. Distance Learning includes no in-person interaction between teachers and students. Schools rely on digital forms of communication, such as messaging apps, video calls, discussion boards, and learning management systems to deliver the educational program. *(Adapted from the Archdiocese of Portland – Elementary Distance Learning Handbook, 2020-21).*

Presentations and explanations of content are appropriate to the students' levels of knowledge and skill, while reflecting the standards of the subject(s). To support the learning environment, teachers communicate regularly and encourage students to take ownership of their learning. Digital classroom management is supported by clearly established routines and procedures. The teacher also ensures learning activities are available in a timely manner. Student engagement is facilitated through a range of meaningful learning opportunities that meet the needs of all learners.

The structure and flow of lessons during Distance Learning support the development of ideas and opportunities for students to engage in thoughtful discussion and reflection. Self-reflection is essential in Distance Learning and teachers will create the conditions for students to take responsibility for their own learning. Student understanding and growth will be monitored through specifically designed questions and assessment strategies. Teachers will be available to answer student/caregiver questions and provide regular feedback to students on progress related to learning activities. (<https://danielsongroup.org/>)

#### Distance Learning Mission Statement

The Distance Learning Plan for St. Joseph Catholic School is designed with the following key features:

*(adapted from the Department of Catholic Schools in the Archdiocese of Portland Shanghai American School Distance Learning Plan)*

- Asynchronous learning to ensure the opportunity to learn for all students based on schedule and connectivity (Learning is done through online channels with no real-time interactions with teacher)
- Synchronous video conferencing to support learning and socio-emotional needs of students through social interaction with peers and teachers (Learning is done in real time through online connection app)
- Limited and/or variable online access to technology and internet for some students and families (hybrid options available based on need)
- Flexible timeline for Distance Learning instruction, assessment, and feedback
- A commitment to monitoring and improving this plan during the time of its implementation

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While Distance Learning does replicate onsite learning, teachers can deliver powerful instruction based on a robust curriculum that allows students to meet expected standards in an online environment aligned with the mission of our Catholic schools.

Asynchronous instruction provides a learning environment that does not require teachers and students to be online at the same time. Since teachers, students, and families are all working on various childcare and work schedules, this is an essential part of the Distance Learning Plan. Synchronous, real-time instruction provides opportunities for students to participate in interactions with their teachers and classmates in real time. Teachers at St. Joseph Catholic School will provide a hybrid of synchronous and asynchronous learning for students.

Classroom interactions and engagement opportunities continue from a distance through virtual meetings, live video chats with the whole class, and video tutorials. Distance Learning is not an opportunity for busy work, but rather time for authentic learning tasks that are purposefully planned and assessed. Teachers will digitally deliver units based on state standards that break learning into smaller pieces and provide clear expectations for online participation. Feedback will be consistently provided through online check-ins, comments on collaborative work, or class chats. This feedback is a valuable form of ongoing assessment that informs grading.

All teachers are encouraged to be flexible with the delivery of their educational program during Distance Learning to provide opportunity for all students to produce high quality work and not penalize students for the context they are working within at this time.

### OUR PLAN

**Communication – Partners in Education:** As the primary educators of their children, it is critical that parents/guardians maintain regular contact and communication with their children’s teachers and school. School principals and teachers will make it a priority to keep families updated and informed on a daily basis regarding educational materials, assignments, synchronous and asynchronous connections. It is imperative that schools provide ongoing support, especially in regard to special circumstances or learning needs.

#### Parent Communication

- School staff will be online at scheduled times for students during the school day, (7:30 a.m. to 3:30 p.m.) Parents can either email the teacher directly with questions, or they can call the school office and leave a message for the teacher to return their call.
- Parents will receive daily communication from teachers and weekly communication from the school, unless you do not send in attendance on time, then the school will send out a reminder notification.
- Parents will also receive an invitation to “attend” the daily Morning Announcements & Prayer using one of the meeting platforms. (Parents are also

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encouraged to monitor your child while he/she is engaged in a scheduled online class meeting.)

- The school website will contain the most current updates, events and notifications. In addition, all notifications will be sent via Renweb.
- Teachers will use Google Classroom to post assignments.
- Curriculum will be focused on review of the previous year's material for the first several weeks of school.
- Teachers will adjust pacing of new curriculum concepts in reading and math depending on student responses in live classes, as well as quality of work that is posted to the student Google Classroom folder.
- Teachers will use MAP data, (which will be taken at the beginning of the year remotely), to gain a better understanding of individual student needs, and a better understanding of class pacing of material.

### Technology Support

- St. Joseph Catholic School has sufficient infrastructure to support Distance Learning - both synchronous (audio/video chat) & asynchronous (posted to do)
- Teachers have received training on Google Classroom and will provide orientation for students and parents on how this learning platform will be used
- Parents may "borrow" a Chromebook for his/her child to use while the school is in a Distance Learning setting
- We encourage families to do what is necessary to ensure the students have internet access to participate in Distance Learning. In cases where this is not possible, the school will provide an alternate way of receiving the instruction with assignments from the teacher.
- All student email addresses and Logins will be shared with parents. All parents have the responsibility to monitor student accounts. School administration has access to all student accounts and emails. Teachers have access to change student passwords. Students will sign a Technology Use Agreement.

### Distance Learning Expectations

#### Student Expectations:

- Students will attend all synchronous class meetings via Google Classroom or Zoom,
- Students will communicate any questions to teachers via email or during scheduled live office hours,
- Students will complete assignments and submit to teachers via Google Classroom,
- All assessments must be completed independently,
- Students will agree to maintain honesty and fidelity in completing work independently

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### Expectations for Teaching and Learning:

- Teachers will communicate assignments to students and parents for the week, (using live meeting platforms, videos, and/or email communication),
- All assignments will be posted in Google Classroom,
- Teachers will communicate due dates for assignments; work must be submitted through Google Classroom,
- Teachers will review and respond to student emails on a daily basis,
- Teachers will provide scheduled assessments based on material taught,
- Assignments should be meaningful to the outcomes of the course and essential to the pacing of the curriculum.
- Teachers will input grades for assignments on a weekly basis

### Parent Expectations:

- Provide access to online access with supervision for your child to complete school work.
- When online access is not available, request hard copies for students and return completed assignments by 3:30 p.m. on Thursday of that week.
- Email questions to teachers immediately rather than waiting for additional days to pass, especially if you are not able to access the schoolwork.
- Adobe Scan or Cam Scan are free apps which can be used to scan a word document and turn it into a pdf to be able to send back to teachers. Directions on how to use are included when you download the app. **ALL ASSIGNMENTS MUST BE UPLOADED TO YOUR CHILD'S GOOGLE CLASSROOM ACCOUNT UNLESS OTHERWISE SPECIFIED BY THE TEACHER.**
- Verify any assigned tests - these are assignments you should witness your child completing, with no assistance. It may be difficult not to check your child's work on tests; but if you do, that makes the test results unreliable. Please sign off on any tests to say you witnessed your child take it independently.

### Teachers/Staff Expectations:

- Teachers will use Google Classroom to post assignments on a daily or weekly basis
- Teachers will receive a weekly reminder from administration outlining upcoming notices, events and reminders
- A weekly meeting and/or Professional Development session will take place on Fridays from 1:30 – 3:30 p.m. Meeting will take place in person, via online meeting platform or a combination of scenarios, (staff could be in 2 locations so social distancing can occur)
- Teachers must adhere to Arizona State Standards in planning lessons
- Lessons may be pre-recorded to upload to Google Classroom on a daily basis

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- Live teaching sessions via Zoom and/or Google Meet may take the place of pre-recorded lessons; however, teachers must also provide live office hours via Zoom and/or Google Meet for students to receive additional assistance, and for teachers to check for understanding
- All live teaching sessions must be recorded
- Teachers must arrange to send recorded information to students in cases a student is not able to access live teaching sessions when videos are not pre-recorded
- Teachers must provide 3 live teaching sessions and/or live office hours each day for reading and 3 live teaching sessions and/or live office hours for math
- Teachers must provide pre-recorded teaching session and/or a live teaching session for religion each day

### **Student Academic Needs:**

- Designing for the PreK-2, 3-5, and 6-8
  - If moved to distance learning PreK teacher will provide daily videos reinforcing the student routines and invite students to join in person via live meeting platform
  - Grades K – 8 will use classroom textbooks and websites in a distance platform.
  - Teachers will provide online access information directly to Parents & Students.

### **Communication During Closures and Distance Learning**

The safety of our school communities is central to all decisions related to closing school doors. Closure decisions will be made by the principal and pastor, in connection with the Diocese of Tucson Department of Catholic Schools. Preliminary discussions should be had to determine what considerations would prompt a school closure and what preparations need to be made prior to the event.

When there is a “facility closure” or “campus closure” and Distance Learning is active. All stakeholders will be notified with as much notice as possible when:

- **School Closure is a possibility**
- **School Closure is imminent**
- **There are changes or new plan for Distance Learning if necessary**
- **We are transitioning from a School Closure to In Person Learning**

### **Attendance**

Yes, student attendance will be taken daily. In addition, there needs to be some evidence of completed student work in order to be marked “present” for the day.

Daily Attendance: In order for us to "count" at home learning days as school days, we will need to verify student attendance. Part of this will be proof that students are completing

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assignments, and we are also asking that you respond to teacher "Request for Attendance". Simply respond with the child's name and the word, "PRESENT" BY 9:30 a.m. If you do not respond, your child will be considered ABSENT for the school day. If your child is sick and will not be doing school work, please call the school office like you would normally do and students will be granted a day extension on that assignment.

Online learning target start date: August 10, 2020

- Orientation will take place the first full week of August with dates and times to be determined and offered to families. Parents will be provided with the Distance Learning Handbook as well as the traditional Student and Parent Handbook.
- Teachers in grades K-5 create three 20 minute sessions each for reading and math
- A separate scheduled session for Religion, much like PE and Music are provided each day
- Teachers in grades 6-8 provide two 20 minute sessions for each subject for each grade
- Sessions may be pre-recorded video lessons or live meetings done via a group meeting platform such as, Google Meet or Zoom
- Teachers offer additional scheduled office hours to be online for questions
- Parents sign up for the classes as they meet the needs of the family, based on parent work schedules and the number of students in the household sharing devices
- During online learning, Social studies and many science standards are incorporated to reading lessons (Crosswalk document from ADE)

## SETTING UP LEARNERS FOR SUCCESS

### Orientation

In a longitudinal experimental study, Porter and Sturm (2006) found that learner persistence in distance education programs was connected to the quality of the orientation received prior to instruction. It allows students to learn more about the expectations of the program and to learn what support they will receive from their teacher.

Some elements of orientation for distance learners are similar to what typically occurs for in-classroom instruction.

- Teachers and students are introduced – Parents will sign up for an appointment to visit the school prior to the first day of online instruction. Students will pick up curriculum materials, receive usernames and passwords, view the classroom and meet the teacher.
- Teachers will set up scheduled online meeting sessions to show students how to use the curricular materials, and course requirements will be discussed.
- Expectations will be shared for students, parents and teachers.

### Student Support (For Teachers)

*(Adapted from the Archdiocese of Portland – Elementary Distance Learning Handbook, 2020-21).*

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Being a distance student is different than in classrooms. Students may or may not function well in an online environment so being prepared around some of their challenges is important.

Some things you might consider:

- Create virtual social situations for each class, such as, weekly lunch time together, class meeting or sharing with friends
- Provide clear instructions on how to submit work via Google Classroom
- Provide information on what format students will receive feedback, and how can you be sure they understand what you have communicated
- Be clear regarding your expectations for online participation (individual and/or group)
- Follow up with students who do not show for an online session
- Create general rules around video chats (use of video or just audio, what are they wearing, what is in the background, background noise, etc.)
- Communicate concerns regarding student lack of participation and/or other student needs to administration immediately

### Setting Expectations for the Class (For Teachers)

One of the first things to get established is the amount of structure that will shape the learner experience and to make sure the learner understands this too.

- Structure
  - Are there due dates for completing student work? Does this vary depending upon the learning resource being used?
  - How and when will asynchronous student work be assigned and then given to the teacher?
- Feedback and Expectations
  - How does the teacher respond to students?
  - How quickly should students expect teacher feedback on their work?
  - What should students do if they have questions?

**Recommended minimum daily guidelines:** (includes all synchronous and asynchronous work)

K-1<sup>st</sup> Grade:

- ELA 60 minutes
- Math 30 minutes
- Religion 30 minutes
- Science/Social Studies 15 minutes

2<sup>nd</sup>-4<sup>th</sup> Grade:

- ELA 135 minutes
- Math 60 minutes
- Social Studies/Science 30 minutes
- Religion 30 minutes

5<sup>th</sup>-8<sup>th</sup> Grade:

- ELA 135 minutes
- Math 60 minutes
- Social Studies 30 minutes

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- Science 30 minutes
- Religion 30 minutes

### Learning Support Resources

*(Adapted from the Diocese of San Diego)*

- Wide Open School - Supports for Students with Special Needs
  - <https://wideopenschool.org/programs/educator/prek-5/special-needs/>
- Accommodations, Modifications, and Intervention at a Distance, by *Lee Ann Jung*
  - <https://bit.ly/2xETF8f>
- Accessible Distance Learning
  - <https://sites.google.com/placercoe.k12.ca.us/accessible-distance-learning/home?fbclid=IwAR1ebeRKS8AhG9wlxKNT0d6oZ80zNqyhDKyVz9rfBNozy5QFjkPqXZXMCGg>
- Center for Online Learning for Students with Disabilities
  - <http://www.centeronlinelearning.res.ku.edu/>

### Instructional Support for Students on Individualized Learning Plans

Digital learning provides additional challenges for students with learning differences. Students struggling with ADHD, Executive Functioning and/or reading and math diagnosis will experience greater impact to learning and productivity through digital learning. Successful digital learning will require parents and teachers to provide support in lagging skills areas (i.e.. time management for procrastination, organization oversight, etc.).

During distance learning all areas of the Learning Plan must continue to be served and tracked. Consistent and dedicated communication among parents, Learning Resource and teacher are essential.

- Expect and plan for student procrastination
  - Provide explicit teaching on how to manage a timeline, work hours, deadlines, mini due dates
  - Procrastination may lead to creative outcomes/thinking
- Understand home environment
  - Deadlines of 8am or similar might not work for the sleep patterns and routines
  - Identify what work hours are optimal for this student, adjust deadline to this time frame
- Movement and Learning
  - Use digital content that can be consumed in a variety of environments to encourage students to move and learn (podcast, audio recording, multi-device applicable)
  - Allow students to submit work that demonstrates learning while moving (recording a walk, providing audio for their discussion participation versus typing responses)
- Make reflecting on learning an integrated part of their day

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- Reflecting on learning (metacognition) is a key piece of improving skills for struggling students
- Provide time and set an expectation that students begin the day with planning- what is due today, what live opportunities, who do I need to contact to check in today, how can I manage my schedule today?
- End the day with a reflection activity for students to see what they accomplished, where they strayed from the schedule, what rolls over to the next day
- Schedule breaks and social opportunities
  - Encourage student and family to set a daily, routine schedule, use timers for work focus and have multiple breaks (social, sensory, creative, physical activity) within the day

## INSTRUCTION

### Identifying and Assessing Learner Goals

Educators should look carefully at ways in which they can use goal setting to help guide their instructional planning.

### Digital Instruction Best Practices

[Click here for visual of content below.](#)

- Instructor Presence
  - Establish and maintain your professional appearance
  - Post announcements, appear on video and participate in live opportunities with your students
  - Ensure that your passion and personality come through
  - Preview all digital content for appropriateness and purpose
- Clear Expectations
  - Provide a detailed syllabus
  - Provide a timeline of due dates and a work schedule
  - Provide clear assignment directions posted in one place and repeated in multiple places (post in writing, include in verbal directions of video, include in email)
  - Display and share Model Work- an excellent example of the learning activity as a model for what students should work towards
- Teach for Online Students
  - Adjust your instruction and pacing for an online course
  - Provide an essential question that provides greater purpose and authenticity for learning and a focus for instruction and assessment
  - Scaffold Understanding
    - Clear and concise directions
    - Variety of formative and summative assignments
    - Videos are short and purposefully used

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- Interaction occurs after viewing digital content (discussion, creation, produce rather than simply consume)
  - Instruction and learning opportunities should follow a routine, a pattern of live lessons, office hours, and due dates
  - Clearly define expectations for all digital participation (online chat, videos, live discussion, discussion threads, etc.)
  - Provide technical support information (how to navigate when unexpected device issues come up)
- Robust and Prompt Feedback
  - Happening continuously on the small chunks that make up learning activities
  - Focus feedback on essential materials, concepts and skills
- Engage Students
  - Create experiences that are challenging, enriching and extend learning
  - Provide opportunities for interactions through discussion and group work
  - Interaction follows the 4 C's- Communication, Collaboration, Critical Thinking and Creativity
  - Personalize learning experiences through differentiation and choice
  - [See Digital Tools Appendix](#)

### Choosing Technology for Instruction

Rather than just leaping into new resources or technologies because they are novel, involved instructors need to balance encouraging learners to use new technology and using technology authentically to support the type of instruction and the demands of the content being taught (Vanek, et al., 2019).

The Technology, Pedagogy, and Content Knowledge (TPACK) model can help teachers make decisions about technology use (Mishra & Koehler, 2006).

<https://www.youtube.com/watch?v=FagVSQIZELY>

TPACK pushes teachers to use their knowledge in the three areas to best provide instruction. Applying the model requires answering these questions.

- **Context:** What is my context? Who am I teaching? What are their goals? What resources are available?
- **Content:** What is the content that I need to teach?
- **Pedagogy:** What instructional strategies or activities will best suit the content?
- **Technology:** What technologies are required to effectively deliver the activities? How can technology be leveraged to make learning more interesting and engaging?

Answering these questions when planning distance instruction supports a holistic approach to selecting technologies and resources that best support your instructional goals and meet learner needs.

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### ASSESSMENT

Recognition of progress is particularly important for students working entirely or partially at a distance. Gauging learner progress can be accomplished by using a combination of formative and summative assessment strategies (Vanek, et al., 2019).

#### Assessments During Distance Learning

(Adapted from [globalonlineacademy.org](http://globalonlineacademy.org) and the Diocese of San Diego)

Perhaps one of the biggest changes you'll encounter in transitioning to an online learning environment is how to assess student learning. Tests and assignments dependent on recall of information may be limited in capturing student learning in online settings. Instead, online learning presents an opportunity for authentic performance assessments in which students have to apply their knowledge and skills to novel situations.

Online learning opens up the possibility for students to collaborate with students and experts who don't share their location, leverage digital tools, and curate and create content relevant to real-world issues. There is an opportunity to design learning experiences in which students perform to demonstrate their knowledge, skills, and understanding.

Online learning settings afford educators the ability to use a variety of technological tools to identify and communicate obstacles that impede student progress towards achieving learning objectives. Formative assessments can act as vehicles of feedback, helping teachers identify what needs to be retaught and helping students understand where they need to improve.

Teachers must create opportunities for students to demonstrate their understanding in an online setting.

#### Designing Assessments

Assessments look different online. ***Instead of having students take a test or a quiz (although those can be used effectively as formative assessments and check-ins), have students demonstrate their learning in a way that requires real application of the material.***

***Assessments in online learning environments work best when students operate on the higher tiers of Bloom's Taxonomy to do something with that information.*** Consider the following Bloom's Taxonomy Digital Planning tool:

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BLOOM'S TAXONOMY DIGITAL PLANNING VERBS					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
					
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading



Use these 3 questions to help guide you in your design of assessments:

1. How can my students apply their knowledge?
2. How can my students create something as a way to demonstrate their understanding?
3. How can I create opportunities for students to justify a stand or decision?

### Practical Ideas to Get Started:

- Online spaces are ideal opportunities to give student work an audience larger than the teacher. At a minimum, invite students to share work in all-class discussions rather than simply submitting to you via an assignment feature. Such spaces are especially effective when summative assessments are more individualized or personal. Padlet and FlipGrid are good options for asynchronous discussions.
- If students are doing projects or creating content that is personal and relevant to them, invite them to present and defend that work to others on a synchronous Zoom call. Exhibitions of Learning are a common presentation format for summative assessments, and video calls are an ideal way to do them online.

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- Letting students pursue individual interests while they connect frequently to share work, discuss ideas, and give/get feedback both builds relationships and allows students to do work that matters to them.

### Frequent Formative Assessments

A formative assessment is only as useful as the information it provides. Think about how you can pepper in quick, frequent checks on understanding aligned to learning outcomes. Pick 1-2 tech tools and use them to gather evidence of student understanding.

### Practical Ideas to Get Started:

- Online quizzes, polls, and other tools collect and organize information automatically, helping you provide frequent and effective formative assessments.
- As students work from home, ask them to submit photos, screenshots, or screencasts of their work in progress. Ask them to explain these artifacts and offer them feedback. This is especially relevant if you are doing project-based learning, where students are spending time away from screens and the internet to make, design, or construct. Encourage sharing of the process, which often is more revealing of their learning than the end results.

### Summative Assessment During Distance (Digital) Learning

Summative assessment is necessary to determine if students have learned and mastered essential grade level standards. In digital learning it is important to shift our thoughts around final, summative activities. With many unknowns at home- who is helping the student, what resources do they have, what resources are they using during the assessment, student texting and sharing of materials. Traditional summative assessments may not be the best measure of learning.

### Shift Thinking on Summative Assessment:

(from Andrew Miller for Edutopia.com)

- Stop assessing everything: what is need to know and what is nice to know?
  - Focus on priority/focus standards
  - Use the [REAL criteria: Readiness, Endurance, Assessed and Leverage \(developed by Larry Ainsworth\)](#)
- Assign performance tasks and performance items
  - these assignments demand that the student apply their knowledge to a new situation
  - provide multi step opportunities for students to demonstrate knowledge and skills
  - Performance based work limits cheating or academic honesty concerns
- Have a series of smaller learning assessments versus one big assessment
  - It is imperative that long tasks are not assigned with minimal feedback and limited due dates.

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- Develop a timeline that provides short due dates for small chunks and teacher feedback is given on each small chunk.
- Use conversations and oral defense
  - Students will be prepared to explain their thinking and learning in an oral assessment format. Allows for the teacher to probe for more analysis and greater understanding of student mastery.
- Use technology tools that allow for assessments under controlled settings
  - Google Docs allows tracking of edit history
  - Draft Back (a Google Extension) tracks and plays back edit history
  - Look into browsers that lock down movement during testing session (Example- Respondus LockDown browser)
  - Randomize test questions for students or select test questions from a large bank of questions to create unique tests for each student

### Feedback

Online learning presents a unique opportunity to create a robust culture of feedback and reflection.

- Provide 1-2 actionable pieces of feedback on each formative assessment
- Strive to leverage peer feedback to support student engagement
- Create opportunities for student self-reflection and metacognition

### Tips for Assessing Students During Distance Learning

- Use frequent formative assessments. While present with students, it can be much easier to determine which students may be struggling with new learning. When teaching online, use free tools and your learning management system to gauge student learning and plan instructional moves and personalization that helps to keep all students on track.
- Multiple, short, low-stakes assessments
- Ask questions that are open-ended
- Make all assessments open book/resource - teachers can't control what they may access when completing assessments, so change the design of assessments to open book/resource
- Shift thinking to reviewing *evidence of student learning*, rather than traditional tests/quizzes
- Assess learning through culminating projects, peer-to-peer feedback, and teacher feedback
- Focus on formative assessments to inform the teaching process

### Tips for Transitioning to Distance Learning

- Prepare
  - Ensure teachers, students and parents know the platforms you will be using
  - Have a virtual learning practice day

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- Set up screencasts to demonstrate/guide platform accessibility and e-learning tips
- Walk through guidelines/agreements for online learning
- Consider access to resources. What resources do parents need to be prepared? For example paper and writing materials.
- Regular communication with students
- Research and communicate health/well-being/positive mindset strategies
- If on long term Distance Learning, carry out regular parent surveys to collect information on needs/struggles and respond to feedback
- Consider the balance of workload in your teacher community
  - Who has lighter non-teaching loads but may be able to help with communication, resource collation, monitoring discussion forums, etc.
  - Which subjects require more online 'face' learning time and interactions. How can those with lighter online loads support others?
- **Use familiar platforms and tools**
  - Trying to introduce too many new things and transition to virtual learning can confuse younger students especially
- **Be mindful of technology**
  - If using programs to connect in real time, be patient with students using the technology at the same time as others.
  - Not all teachers or students are going to have stable internet connections.
- **Schedule regular faculty and team meetings**
  - It helps to remember that we are still a school and are still supporting one another.
- **Keep things uncomplicated:** Leaders at an online school say the biggest tip is to "Keep it simple!"
- **Balance**
  - Plan for a hybrid of synchronous and asynchronous learning
- **Set clear expectations**
  - Clarify between 'real' time attendance to Google Meet or other online 'meeting' platform and virtual attendance by submitting tasks or contributing to online discussion forums
  - Level of communication and contribution
  - Times that teachers will be available for real-time contribution
  - Level of expectation for teachers to return written communication
- **Be mindful of time**
  - students will take longer than you think to complete tasks
- **Be patient and flexible**
  - Consider "grace before grades"
  - Not all families have multi-device access.
  - Some parents will be trying to manage both their work and their children's work.
  - Some parents may only be able to support their child in evenings and weekends so consider deadline expectations

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## Distance Learning Handbook

- Have a range of core must-dos and flexible choice can dos
- Accept different ways of turning in work
- **Boundaries and Self-Care**
  - Faculty and staff members must set boundaries.
    - Have an alarm set to remind yourself to eat lunch and have to actively disconnect in the evenings.
    - Allocate time to address messages and communication.
    - Eat healthy, drink water, maintain daily physical activity.
    - If alone keep connected to family and friends as well as work interactions.

### Tips for Communication During Distance Learning

Consider the following while preparing your class communication to parents & students in the event of school closures:

- Align all communications to the school communication plan. Teachers should not email parents with individual resources. All communication should be systematic and aligned with the school communication plan.
- Keep things uncomplicated. Leaders at an online school say the biggest tip is to "Keep it simple!"
- To communicate to parents and students
  - Clarify expectations for synchronous (i.e., live) communication and asynchronous communication
  - Level of communication and contribution expected from students
  - Times that teachers will be available for real-time contribution
  - Level of expectation for teachers to return written communication

## TECHNOLOGY

### Technology Support for Distance Learning

*(Adapted from the Diocese of San Diego)*

Google Meet

Hosting a Google Meet (video conference)

[https://www.smores.com/zyhjt?fbclid=IwAR1gka3xIGQ4H\\_X-b\\_uzmUJB1v9KObCJYjmlZ2rNz1qXrkM7OCnMRfHuj3M](https://www.smores.com/zyhjt?fbclid=IwAR1gka3xIGQ4H_X-b_uzmUJB1v9KObCJYjmlZ2rNz1qXrkM7OCnMRfHuj3M)

Google Classroom – Parent’s Guide to Google Classroom

<https://docs.google.com/presentation/d/1PDVZvie0DnFbFEVFB8U3j89o1mD5BCUXTE6ymbb9yk/edit>

Google Classroom - New to Google Classroom? Here’s a Cheat Sheet

[https://docs.google.com/presentation/d/1qb9bScIly4iflXModsNtyseW9JDw\\_6uheuLSu4-v8ec/present?fbclid=IwAR1ONtkwYwy\\_sTayQL34czunTMD0CveEUwp\\_sRXDGgZPjNfw9SRA4JExPCw&slide=id.p](https://docs.google.com/presentation/d/1qb9bScIly4iflXModsNtyseW9JDw_6uheuLSu4-v8ec/present?fbclid=IwAR1ONtkwYwy_sTayQL34czunTMD0CveEUwp_sRXDGgZPjNfw9SRA4JExPCw&slide=id.p)

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Google Classroom 101

<https://docs.google.com/presentation/d/1h-3-kEdc0mU9xQ5iyukfaxYQBgPUYAjzkUPijW3F38w/edit>

Digital Citizenship and Video Etiquette

<https://drive.google.com/drive/folders/16zjhuYvXOodla8ruiA15aebcQ68aYJ6T>

Flipgrid - Educator Guide to Getting Started

<https://vimeo.com/398016880>

<http://blog.flipgrid.com/remoteteaching?fbclid=IwAR2-Fo1I22642faFj65sHrNGzeBeDfkBh8Xkm3imLyzFYT-9NAtW7tc-jSO>

<http://blog.flipgrid.com/remoteteaching?fbclid=IwAR2-Fo1I22642faFj65sHrNGzeBeDfkBh8Xkm3imLyzFYT-9NAtW7tc-jSO>

Zoom – How to Host a Zoom Meeting (video conference)

<https://www.youtube.com/watch?v=3WBpYCLLny4&feature=youtu.be&app=desktop>

50 E-learning Activities, Templates, and Tutorials

<https://ditchthattextbook.com/elearning-activities/>

### Online Resources During Distance Learning

**Link to complete document:**

<https://docs.google.com/document/d/1ey8eB2ztPdvDjSpPphiVJpyEy5H6oXatQORgZgfbYsw/edit?ts=5ed5479f>

Brain Pop	<a href="https://www.brainpop.com/">https://www.brainpop.com/</a>
Cloud9 World	<a href="http://www.cloud9world.com/">http://www.cloud9world.com/</a>
Newsela	<a href="https://newsela.com/about/company/">https://newsela.com/about/company/</a>
IXL	<a href="https://www.ixl.com/">https://www.ixl.com/</a>
Seesaw	<a href="https://web.seesaw.me/seesaw-for-schools">https://web.seesaw.me/seesaw-for-schools</a>
Class Dojo	<a href="https://www.classdojo.com/">https://www.classdojo.com/</a>
Loom	<a href="https://www.loom.com/">https://www.loom.com/</a>
Epic!	<a href="https://www.getepic.com/">https://www.getepic.com/</a>
Reading A-Z	<a href="https://www.readinga-z.com/">https://www.readinga-z.com/</a>
Mystery Science	<a href="https://mysteryscience.com/">https://mysteryscience.com/</a>
Generation Genius	<a href="https://www.generationgenius.com/">https://www.generationgenius.com/</a>
Reflex Math	<a href="https://www.reflexmath.com/">https://www.reflexmath.com/</a>
Splash Math	<a href="https://www.splashlearn.com/">https://www.splashlearn.com/</a>
Discovery Education	<a href="https://teachers.discoveryeducation.com/google">https://teachers.discoveryeducation.com/google</a>

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Quiz Hub

<https://QuizHub.com>

Quizlet

ScreenCastify

Writable

Waggle

Google Certification for Educators

Google INFO, Google Channel for Educators

### Recommendations for Virtual Meeting Security

There are a number of free webinar tools to use to run meetings. If everyone involved has a Google account, Google Hangout may be used. Zoom is very easy to use and allows you to easily transfer presentation and screen sharing to other participants.

Recommendation for all virtual meetings, regardless of platform:

- Post links to virtual meetings in a location accessible only by the school community (*do not post on social media*)
- Share all links with school administrators
- For digital office hours, use a link that is open for all students and any administrators/faculty to join
- Limit screen sharing to teachers only
- For classroom management and security, limit the time length of continuous large group sessions (*recommend using chunking of instruction and smaller, purposeful grouping of students*)
- Use only educational and school approved platforms (*note for Google Meet: ensure that you are using Google Hangout Meets, not Hangout, and that it is through a GSuite educational account in order to maximize teacher control*)
- If posting images of virtual meetings on school social media, ensure that student last names and join codes are not visible.

Additional Resources:

- See FERPA information in Appendix
- For sample family technology agreement:
  - [https://www.common sense media.org/sites/default/files/uploads/pdfs/common\\_sense\\_family\\_media\\_agreement.pdf](https://www.common sense media.org/sites/default/files/uploads/pdfs/common_sense_family_media_agreement.pdf)

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## Distance Learning Handbook

### Norms for a Distance Learning Environment

#### Student Expectations in a Distance Learning Environment

#### Parent Supports in a Distance Learning Environment

#### When engaging with online resources and platforms ...

Students are expected to:

- Only access online educational websites and apps that are approved and provided by your teacher.
- Report something that is inappropriate by telling your teacher and/or parent about the situation.
- Be respectful when posting comments.
- Submit assignments/posts that reflect your personal best work.
- Only share your classroom content and account information with your parents.

Parents should:

- Be aware of the educational websites and apps that have been approved for use by your child.
- Bookmark websites and apps to make them easily accessible for your child.
- Support your child with logging in.
- As much as possible, allow your child to independently complete the work so that the teacher has an accurate representation of his/her understanding.
- Ensure that students are not accessing non-approved websites or apps.

#### When participating on any school approved internet platform such as Zoom or Google Suites

Engaging on a school approved internet platform is similar to participating in a classroom environment. Students are expected to:

- Sit at a desk/table with minimal distractions around you.
- Mute yourself when you join the meeting.
- Listen with your whole body, eyes on the speaker, ears listening, body calm.
- Share/respond when invited to by the teacher in a strong, presenter voice level.
- Leave the meeting when instructed by your teacher.
- Respect teacher and classmate privacy by not recording or screenshotting images or content.

When your child is engaging on a school approved internet platform:

- Help your child find a quiet space with minimal distractions.
- Allow your child to independently participate.
- Monitor your child's online interactions.

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### Recommended ZOOM settings to increase security in Meeting Rooms:

(Adapted from the Diocese of Oakland)

To enable or disable features, <a href="https://zoom.us">zoom.us</a> on a browser and log into your account.	
<p>Once you are logged in, click on “Settings” from the bar on the left side.</p> 	
<p>Under the settings for “Meeting”, you will find several features. Scroll through and adjust the following (listed in order of appearance):</p>	
Join before host	<b>TURN OFF</b> so that students cannot join the meeting room before the teacher; if students join before the teacher, students will see a message that indicates they are waiting for the host
Use Personal Meeting ID	<b>TURN OFF</b> so that each meeting has a unique ID
Private Chat	<b>TURN OFF</b> so that students cannot privately message each other in the chat
Play sound when participants join or leave	<b>TURN ON</b> so that teachers are aware when someone enters the class
Screen sharing	<b>TURN ON</b> but set to HOST ONLY to control what is shared on the screen
Allow removed participants to rejoin	<b>TURN OFF</b> so that participants that are removed cannot rejoin
Waiting room	<b>TURN OFF</b> so that school admin can join the call at any time (think about it like a window in the classroom)
(Email notifications) When attendees join meeting before host	<b>TURN ON</b> so you are notified via email when someone joins a room before you
Additional note regarding use of Break-out Rooms if enabled:	
<p>It is recommended that break-out rooms should only be used if multiple school staff are available to monitor students in the break-out rooms. To achieve this, it is recommended that you work with your principal and faculty to determine availability of non-teaching or non-homeroom staff.</p> <p>As an alternative to the use of break-out rooms, it is recommended that teachers schedule meetings with small groups rather than the whole class at once to achieve this purpose.</p>	
To remove an unwanted participant once a meeting has begun:	
<ul style="list-style-type: none"> <li>• If the Participants panel is not visible, click Manage Participants at the bottom of the Zoom window</li> <li>• Next to the person you want to remove, click More.</li> <li>• From the list that appears, click Remove.</li> </ul>	

### Suggested Agenda for ZOOM Grade Level and Specialist Meetings

(Adapted from the Diocese of Oakland)

Welcome and Prayer (5 minutes)

Check-In (10 minutes)

- How are you doing?
- How are you balancing life/family/school responsibilities?

Sharing Best Practices (20 minutes)

- What has worked?
- What are you doing to connect with students/families?
- How are student check-ins going?
- Sharing Schedules
- What are you doing to push out content?

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### Creative Problem Solving (10 minutes)

- How can we help kids interact with one another/maintain personal interactions with classmates and schoolmates?
- Overcoming Access (hardware/Wi-Fi) challenges?

### Next Steps (15 minutes)

- How can we gather feedback within our schools?
  - Timing/how often?
  - Student Survey
    - Thoughts on survey? Anything missing? Anything should be taken away?
  - Parent Survey
    - Thoughts on survey? Anything missing? Anything should be taken away?
  - Teacher Survey
    - What should we include in a weekly survey for teachers?
  - Principal Survey
    - What should we include in a weekly survey for principals?
  - Other feedback?
- How can we support one another as a grade level/content area?
- How often would you want to connect as a grade level/content area?
- How can we share student work/lessons or showcase our bright spots as a grade level/content area?

### Consent for Video Recording

See Appendix for Consent to record students during classes.

### Designing Effective Instructional Videos

Videos can be an effective tool in a teaching tool kit. When incorporating videos into a lesson, it's important to keep in mind the three key components of cognitive load, elements that impact engagement, and elements that promote active learning.

- Keep videos brief and targeted on learning goals.
- Segment (chunk) content carefully.
- Use signaling to highlight important ideas or concepts.
- Use a conversational, enthusiastic style to enhance engagement.
- Embed videos in a context of active learning by using guiding questions, interactive elements, or associated homework assignments.
- When providing tutorials, use a first-person rather than a third-person perspective.
- Provide both spoken narration and related imagery/action.
- Provide advance organizers and other visual and verbal cues to assist learners in schema creation.
- Associate content with emotion (positive or negative) to increase motivation and retention.

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### COPYRIGHT

#### Guidelines

As most teachers probably know, copyright law covers many of the things teachers use to educate students, from textbooks to music to artwork, plays, and movies. Because the digital environment poses unique challenges for copyright, particularly the ease with which digital material can be copied and distributed, the law imposes a number of requirements on Distance Learning that do not apply to face-to-face teaching. The TEACH Act, sections [110\(2\)](#) and [112\(f\)](#), designed specifically to deal with online Distance Learning (Gormley, 2020). More information is available at [www.copyright.gov](http://www.copyright.gov).

#### Open Educational Resources (OER)

One place to look for complementary resources is to search for Open Educational Resources (OER). An image, eBook, podcast, video, fully-developed online course (e.g. [EdReady.org](http://EdReady.org)), or interactive learning activity could all be considered Open Educational Resources. Officially, Open Educational Resources are licensed very openly through a [Creative Commons](#) license; teachers can use them either as-is or adapt them to better suit their learners. Because they are free and often adaptable, they are ideal supplemental resources for either blended or fully distance instruction.

### FACULTY MEETINGS

#### Suggested Discussion Points

##### Fostering Community

- Have we obtained feedback from parents and students about Distance Learning? If so, what action steps will we take based on this feedback?
- How are we fostering a sense of community and embedding faith building opportunities for our parents and students?
- Survey Links below...

##### Communication and Content Delivery

- Review use of apps and communication platforms:
  - Is there consistency in grade bands?
  - Which have been most effective for communication?
  - Which have been most effective for delivering instruction?
  - Which have been most effective for providing formative feedback to our students?

##### Strengthening the Distance Learning Environment

- How are we establishing a safe and effective learning environment for our students?
- What adjustments, if any, should be made to the schedule?
- What adjustments, if any, should be made to balance the use of asynchronous and synchronous learning?
- What adjustments, if any, should be made to balance the time students are engaged in learning on a screen and off a screen?

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### **Policies, Contracts, and Related Documents**

The following list highlights some of the documentation that may be affected by Distance Learning, along with additional notes for consideration:

- Handbooks (Student and Family)
  - Distance Learning language/policy/plan
  - Communicable disease language/policy, including the explicit right to exclude from the school, in cases when school is closed due to illness
- Enrollment Contracts
  - The school's contract should outline whether the school keeps tuition should it move to Distance Learning
- Media Release
  - The school's current media release form should include video conferences and recording

### **Prayer Resources**

It is essential during Distance Learning that administrators, teachers, students, and families keep their spiritual, mental, and physical health strong. Below are a few suggestions for prayer:

- [Lunchtime Examen](#) – Six session prayer time to pause and review your day in the presence of God.
- [Rummaging for God](#) – Praying Backwards Through Your Day
- [From Ashes to Glory](#) – Praying through Lent

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## Distance Learning Handbook

### APPENDIX A - DIGITAL TOOLS

Murray-Carrico, S. (13 February 2017). Digital Learning Best Practices. *Digital Teaching and Learning at Pine Creek*. Retrieved from [www.pchsdigitalllearning.org](http://www.pchsdigitalllearning.org).

#### Creation Tools



From left to right,  
Top Row: iMovie, Penultimate, Prezi, Animoto, Book Creator, Green Screen by Do Ink  
Row 2: Explain Everything, Garage Band, Google Docs, Google Sheets, Google Slides, Haiku Deck  
Row 3: Apple Pages, Apple Keynote, Apple Numbers, Microsoft Word, Microsoft PowerPoint, Microsoft Excel  
Bottom Row: Piktochart, Popplet, Voicethread, Glogster EDU, Nearpod, Padlet

#### Collaboration



From left to right,  
Top Row: Google Drive, Google Docs, Google Sheets, Google Slides, Padlet, Showbie  
Bottom Row: Apple Pages, Apple Keynote, Apple Numbers

#### Communication



From left to right,  
Top Row: Sharepoint, Alec, FaceTime, Gmail, Remind, ICampus  
Bottom Row: Skype, Google Classroom, Schoology

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## Distance Learning Handbook

### Paperless



From left to right,

Top Row: Google Drive, Google Docs, Showbie, Notability, Google Classroom, Schoology

Bottom Row: Alec, Padlet

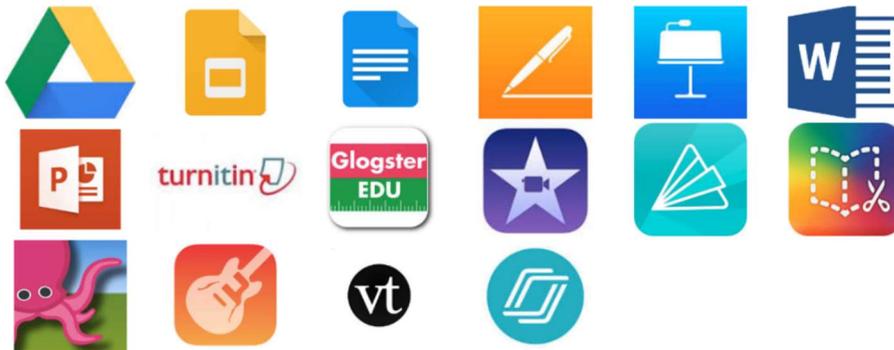


### Formative Assessment

From left to right,

Top Row: Nearpod, Google Forms, Padlet, NoRedInk, Kahoot!, Quizizz

Bottom Row: Quizlet, Socrative Student, Socrative Teacher



### Summative Assessment, Product

From left to right,

Top Row: Google Drive, Google Slides, Google Docs, Apple Pages, Apple Keynote, Microsoft Word

Row 2: Microsoft PowerPoint, Turnitin, Glogster EDU, iMovie, Animoto, Book Creator

Bottom Row: Green Screen by Do Ink, Garage Band, Voice Thread, Nearpod

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## Distance Learning Handbook

### APPENDIX B - DISTANCE LEARNING TIPS FOR PARENTS

(from <https://www.acs-schools.com/parents-guide-distance-learning>)

The guidance below can help us all make the best of new and sometimes unfamiliar distance learning environments. It can help you be ready for some of the more practical aspects of learning from home.

#### **1. Establish routines and expectations**

It is important to develop good habits from the start. Create a flexible routine and talk about how it's working over time. Chunk your days into predictable segments. Help students get up, get dressed and ready to learn at a reasonable time. Everybody make your bed! Keep normal bedtime routines, including normal rules for digital devices. Adjust schedules to meet everyone's needs but don't default to staying up late and sleeping in.

#### **2. Choose a good place to learn**

Your family's regular learning space for occasional homework might not work for extended periods. Set up a physical location that's dedicated to school-focused activities. Make sure it is quiet, free from distractions and has a good internet connection. Make sure an adult monitors online learning. Keep doors open, and practice good digital safety.

#### **3. Stay in touch**

Teachers will mainly be communicating regularly through online platforms and virtual learning environments. Make sure everyone knows how to find the help they need to be successful. Stay in contact with classroom and support teachers, and school leaders but understand it may take a day or two for us to respond. If you have concerns, let someone know.

#### **4. Help students 'own' their learning**

No one expects parents to be full-time teachers or to be educational and content matter experts. Provide support and encouragement, and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much. Becoming independent takes lots of practice. While in school, your child usually engages with other students and any number of adults hundreds of times each day. Many of these social interactions will continue from a distance, but they will be different. You cannot replace them all, and that's OK.

#### **5. Begin and end the day by checking-in**

In the morning, you might ask:

- What classes/subject do you have today?
- Do you have any assessments?
- How will you spend your time?
- What resources do you need?
- What can I do to help?

At the end of the day you might ask:

- How far did you get in your learning tasks today?
- What did you discover? What was hard?
- What could we do to make tomorrow better?

These brief grounding conversations matter. Checking in helps students to process instructions they received from their teachers, and it helps them organize themselves and set priorities – older students too. Not all students thrive in distance learning, some struggle with too much independence or lack of structure. These check-in routines can help avoid later challenges and disappointments. They help students develop self-management and executive functioning that are essential skills for life. Parents are good life coaches.

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### **6. Establish times for quiet and reflection**

For families with children of different ages, and parents who may also be unexpectedly working from home more often, it's good to build in some time for peace and quiet. Siblings may need to work in different rooms to avoid distraction. Many families will need to negotiate access to devices, priorities for wi-fi bandwidth and schedules throughout the day. Noise-cancelling headphones are an idea. Reading is fundamental.

### **7. Encourage physical activity and exercise**

Living and working at home, we will all need some room to let off steam. Moving (independently and together as a family) is vital to health, wellbeing, and readiness for learning. It's a great opportunity to practice exercising 'alone together' with digital workouts and online instructors. Set new fitness goals and plan hands-on, life-ready activities that keep hands busy, feet moving, and minds engaged. You may want to think about how your children can pitch in more around the house with chores or other responsibilities.

### **8. Manage stress and make the most of an unusual situation**

We are going through a time of major upheaval to our normal routines and ways of life, and there's a great deal of anxiety in the world right now. Emotions may be running high, and children may be worried or fearful. Parents may be stressed as well and children are often keenly aware of trouble. Children benefit when they get age-appropriate factual information and ongoing reassurance from trusted adults. In these circumstances, it's often possible to reframe challenges as opportunities.

### **9. Monitor time on-screen and online**

Distance learning does not mean staring at computer screens seven and half hours every day. Teachers will aim to build in variety, but it will require some trial and error before everyone finds balance between online and close-space offline learning experiences. Work together to find ways to prevent 'down time' from becoming just more 'screen time'.

### **10. Connect safely with friends, and be kind**

Help your children maintain contact with friends through social media and other online technologies. But monitor your child's social media use. Remind your child to be polite, respectful and appropriate in their communications, and to follow school guidelines in their interactions with others. Report unkindness and other problems so that everyone maintains healthy relationships and positive interactions.

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### APPENDIX C

#### POLICY STATEMENT RE: FERPA AND COVID-19 REPORTING

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. Under FERPA, a parent or eligible student must provide a signed and dated written consent before a school discloses personally identifiable information (PII) from education records unless an exception to this general consent requirement applies. The COVID-19 pandemic is an example of a “health or safety emergency” exception, where a school may disclose to a public health agency PII from student education records without prior written consent because COVID-19 is a significant threat to students or other individuals in the school community and knowledge of the information is necessary to protect the health or safety of students or other individuals.

If such disclosure of students’ PII is made to a local public health authority, i.e. County Health Department, the school will record in the affected student(s)’ education record the threat that formed the basis for the disclosure (COVID-19) and the parties to whom information was disclosed.

Parents/guardians of any students whose PII was disclosed will also be notified of the disclosure. Such a disclosure could occur for contact-tracing purposes if, for example, a student is diagnosed with COVID-19 and had possibly exposed other students in his/her classroom cohort.

In the case of a school learning that student(s) in attendance are out sick due to COVID-19, the school may alert parents of any students who may have been in contact with the infected student(s). However, the school must guard against sharing PII of the infected student(s). For example, the school can disclose that there is/are COVID-positive case(s) and that certain students may have been affected. There may be exceptions to this rule when, for example, it is discovered that a COVID-positive student was in direct and close contact with other student(s). Such exceptions need to be considered on a case-by-case basis.

In no instance may a school disclose student(s)’ PII to the media.

Written consent: Even though a school may contact public health officials and release PII under the “health or safety emergency” exception, it is still prudent to obtain written consent from parents/guardians as an attempt to maintain full communication and disclosure in this regard. (See Consent form template)

Maintaining records of release of PII\*: FERPA generally requires schools to maintain a record of each request for access to and each disclosure of PII from the education records of each student. In addition, when disclosing PII under the health or safety emergency provision, schools are specifically required to record the significant threat to the health or safety of a student or other individual that formed the basis for the disclosure (COVID-19) and the parties to whom the school disclosed the information (County Health Department). The record of each request for or disclosure of PII from student education records must be maintained with the education record of each student.

\*Note: The above-mentioned reporting is in reference to COVID-19 positive cases where PII is disclosed to necessary entities (County Health Department). It is recommended that the school also maintain a cumulative record log of all instances where PII was shared due to COVID-19 where families of students who may have been exposed to a COVID-positive person in their classroom cohort are notified of a positive case, but without releasing PII of the infected student. The purpose of this log would be to have a confidential reference file of all such COVID-positive cases where county health and parents were notified.

(United States Department of Education, Student Privacy Policy Office, FERPA & Coronavirus Disease 2019 (COVID-19) Frequently Asked Questions (FAQs), March 2020)

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### **Disclosure of Information Protected by the Family Educational Rights and Privacy Act by Saint Joseph Catholic School to the local County Health Department**

Pursuant to the Family Educational Rights and Privacy Act (FERPA), the written consent of a parent or guardian is required before the education records of a minor student, or personally identifiable information contained therein, may be disclosed to a third party, unless an exception to this general requirement of written consent applies.

I, \_\_\_\_\_, hereby agree to allow Saint Joseph Catholic School to disclose the following personally identifiable information or education records:

\_\_\_\_\_ [Specify education records or personally identifiable information that may be disclosed] on \_\_\_\_\_ [Name of student] to the local County Health Department for the purpose of protecting the health and safety of those possibly affected by COVID-19 for the school year \_\_\_\_\_.

You may withdraw your consent to share this information at any time. A request to withdraw your consent should be submitted in writing and signed. However, an emergency exception such as a pandemic may still require the school to release personal identifiable information per government law mandate.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

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### APPENDIX D

#### Policy Considerations for Online Instruction

Schools that provide an online option for students who are unable to attend classes in person (when school campuses are open) are offering such a service to accommodate families' particular needs – both those who desire in-person learning and those who choose remote-learning for their children. It is critical that the school, therefore, provide policies and guidelines for online instruction as well as ensure parents agree to the policies and guidelines necessary to provide a safe learning experience for all. The following are considerations to include with any online or live-streaming instructional program disseminated to parents/guardians.

Parent permission form:

- It is recommended that schools require parents/guardians to sign a permission form acknowledging that, because the course content is being recorded by the school, there is a possibility their child/children's identity/identities (name/face) may be recorded during the instruction.
- Included in the permission form is a policy statement, "Students and all others (except the school) are strictly forbidden from taking screen shots or recordings of the class, the instructor, or individual students during online instruction without the prior written approval of the school administration and the teacher".

Supervision during online instruction:

- Teachers should be "present" during the duration of the lessons and have an awareness of what is going on with students, meaning their level of engagement and activity, both in class and students connected remotely.
- Classroom management, discipline, and remote-learning etiquette will be outlined by each school and reviewed with parents/guardians and students.
- Principals should supervise teachers during online instruction by popping in on the online instruction and monitoring lesson plans.
- Any indication of a violation of the safe environment of a student who is logged on to synchronous learning class must be reported immediately. If there is any question as to the validity of the situation warranting reporting, consultation with school administration should occur immediately in order to determine appropriate action.

Virtual Field Trips:

- Field trip content should align with curricular content and standards.
- Should be approved by the principal.

Accommodations for Students:

- Schools may be faced with making accommodations for the agreed-upon accommodations from the student's Catholic Accommodation Plan or ISP.
- The key is to arrive at a mutual understanding as to what is reasonable during online instruction.

# ST. JOSEPH CATHOLIC SCHOOL

## Distance Learning Handbook

### Permission Form for Online and/or Live-Streaming Instruction For School Year 2020 - 2021

Saint Joseph Catholic School may be providing online and live-streaming instruction to child(ren) including, but not limited to, while other children are attending the same class in person. Such synchronous instruction will be recorded by the school in order to provide the same course content to any students who are not able to attend the live session either in person or remotely. Because the course content is being recorded by the school, there is a possibility any child/children's identity/identities (name/face) may also be recorded during the instruction.

To protect the privacy of all students participating in Saint Joseph Catholic School's online program, students and all others (except the school as set forth above) are strictly forbidden from taking screen shots or recordings of the class, the instructor, or individual students during synchronous or asynchronous instruction.

I acknowledge my child(children) listed below may participate in recorded online classes that may result in my child(children)'s name and/or face being identified during the recording. I also agree to partner with Saint Joseph Catholic School in enforcing the forbiddance of screen shots, recordings of the class, the instructor, or individual students by my child(children) or any others within my family or household (or under my supervision) during synchronous or asynchronous instruction.

NAME OF CHILD(REN)	GRADE

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date