



BISHOP HEELAN CATHOLIC SCHOOLS

A LIFETIME ADVANTAGE

Distance Learning Plan

Updated 06/24/2020

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Bishop Heelan Catholic Schools

Temporary Distance Learning Plan

Introduction

Bishop Heelan Catholic Schools is committed to supporting students, families and staff. The Temporary Distance Learning Plan (TDLP) is intended to assist staff, students, and families in providing for the meaningful continuation of learning in the event that our system needs to close for an extended period of time. Implementation of this plan will require collaboration and communication among staff, students and families. Required Continuous Learning occurs when a decision is made for an emergency closure of a building and/or buildings. If a single building closes due to a COVID-19 outbreak and there is a need for sanitization, the students and staff in that building will immediately shift to virtual learning. If there is a wider outbreak of COVID-19 and multiple or all buildings close, the student and staff in affected buildings will immediately shift to virtual learning.

In order to accommodate the circumstances of distance learning, we will need to compact and/or prioritize curriculum in ways that will require collaboration across teachers. Some concepts will be more difficult to address in a distance learning format and we will need to work to assure consistent opportunity to learn for students regardless of the building they attend.

This plan defines the following key elements:

- Essential functions of staff, students, and families
- Implementation procedures to conduct school remotely until the resumption of normal operations
- Essential resources necessary for implementation

We understand staff, students, and families will be working through varying challenges in the event of an extended school closure. This plan should act as a guide but we recognize that flexibility may be necessary. Please proactively communicate to best meet the needs of students.

School Calendar - In the event of an extended school closure the existing 2020-2021 calendar will be followed. Any day designated as a no student day, will be a day off from distance learning. There is the realistic possibility that the school year will be extended to compensate for lost instruction.

School Roles and Responsibilities	
District Leadership Team	<ul style="list-style-type: none"> ● Create and distribute the Return to Learn Plan ● Support faculty and students/families shifting to a distance learning environment ● Help teachers implement Return to Learn Plan
Technology Department	<ul style="list-style-type: none"> ● Provide one device per household when needed ● Support faculty and students/families shifting to a distance learning environment ● Provide written/video support to assist faculty with using resources ● Collaborate with colleagues to find resources for high-quality distance learning experiences and research ● Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences
Principals	<ul style="list-style-type: none"> ● Monitor communication between teachers and their students ● Be an instructional leader and available for students and faculty. ● Review records of student attendance regularly submitted to principal by teachers ● Work with teachers to reach out to students who have not actively participated ● Support faculty and students/families shifting to a distance learning environment

	<ul style="list-style-type: none"> • Help teachers implement Return to Learn plan
Classroom Teachers	<ul style="list-style-type: none"> • Collaborate with other members of your team or department to design distance learning experiences for your students (ex. Zoom) • Use district curriculum and resources (ex. Google, Seesaw, Zoom, online textbooks) to communicate and deliver content <ul style="list-style-type: none"> ◦ PK-2: Seesaw ◦ 3-12: Google Classroom • Keep records of student engagement with Online learning sessions and work completion - submit information to building principals • Communicate with parents which online resources your students will access upon implementation of the plan and when changes are made. • Communicate with and provide timely feedback with your students • Each teacher will provide a minimum of five “office hours” each week. This will be communicated to students/parents when the teacher is available through email communication or zoom meetings to answer questions. • Reach out to students who have not actively participated • Communicate with parents, as necessary • When communicating assignments and work to students/parents, the teachers will copy the building principal
Learning Support Teachers (ex. Reading Specialists, Resource, Title I, ELL etc.)	<ul style="list-style-type: none"> • Collaborate regularly with the subject or classroom teachers who teach the students on your caseload • Communicate regularly with students on your caseload and/or their parents • Provide supplementary learning activities and accommodations for students on your caseload (ex. 504 plans)
PreK-8th Specials (PE, Music, Art)	<ul style="list-style-type: none"> • Develop activities and lessons aligned to curriculum standards • Communicate with students/families who reach out for assistance • Grading-Pass/Fail
Counselors	<ul style="list-style-type: none"> • Serve as a liaison for communication with students/families in crisis • Provide resources for students and families to support them while they are away from school • Communicate regularly with the subject or classroom teachers who teach students on 504 plans • Provide support for 504 accommodations

Student Roles and Responsibilities

- Establish daily routines for engaging in the learning experiences
- Identify a space in your home where you can work effectively and successfully
- Identify a space in your home where you can participate in online learning
- **Monitor online platforms daily (ema**
- Engage in all learning with academic honesty
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Comply with BHCS Acceptable Use Policy for Technology including expectations for online etiquette.
https://bishopheelan.org/UserFiles/Servers/Server_246597/File/Parents%20&%20Students/Student%20Forms/2019/Student%20AUP-2019.pdf

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a technology related problem or issue	the relevant teacher or tech department
a personal, academic or social-emotional concern	the relevant teacher or counselor
other issues related to distance learning	your school principal

Family Roles and Responsibilities

Provide support for your children by:

- Establishing routines and expectations
- Defining the physical space for your child to study
- Monitoring communications from your child's teachers
- Beginning and ending each day with a check-in
- Taking an active role in helping your child process his/her learning
- Establishing times for quiet and reflection
- Encouraging physical activity and/or exercise
- Remaining mindful of your child's stress or worry
- Monitoring how much time your child is spending online
- Keeping your child social, but set rules around their social media interactions

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	the relevant teacher or tech department
a personal, academic or social-emotional concern	the relevant teacher or school counselor
other issues related to distance learning	your school principal

General Guidelines for Distance Learning

Grading & Feedback	<ul style="list-style-type: none"> ● Provide timely feedback, as it is essential to student learning; this is especially so in online learning environments ● Provide clear communication regarding where/how students should ask questions and seek clarification ● Monitor your email daily and respond to questions and communications from students/families ● Grades will be based on work assigned during this time period ● If a teacher sends an email to an individual student, please include an administrator. Virtusonline.org
Offline Work	<ul style="list-style-type: none"> ● Avoid requiring printing. All tasks must be completed on a device or uploaded as a picture ● Include offline activities in your lessons that connect to district objectives such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video
Instruction	<ul style="list-style-type: none"> ● Strictly follow the guidelines for time and schedule provided by the district based on your grade level and subject area ● Consider how to use gradual release of responsibility to enhance learning for students ● Collaborate with your colleagues as appropriate
Deadlines	<ul style="list-style-type: none"> ● Provide students ample time to complete assignments - more time than you would usually provide in class may be necessary for students ● Make sure that all directions for tasks are clear and detailed
Live Online Learning	<ul style="list-style-type: none"> ● Some students may have the opportunity to interact with one another and the teacher ● Could take place via Zoom or online written interactions such as questions in Google Classroom or similar ● All video Live Online learning opportunities should be recorded and posted for students who are unable to participate in the live session

Preschool

Priorities

- Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content found in pacing guides
- The primary tools for communication between teachers and families will be parent provided email addresses.

Approximate Time Frames for Learning

Preschool	
20+ minutes per day	Emergent Literacy Activities, Games and Challenges focused on language development, vocabulary, comprehension, and phonological awareness
20+ minutes per day	Emergent Numeracy Activities, Games, and Challenges focused on counting, sorting, and patterning
20+ minutes per day	Holistically-Focused Activities, Games, and Challenges to support cognitive, physical, and social development
10+ minutes per day	Religion
Additional Learning	<p>Learning takes place in many ways for our youngest learners. Activities are intended to provide ideas for families on how to keep your child's mind engaged while they are away from school.</p> <p>Reading aloud Board games and challenges Pretend play Learning a new skill Puzzles Designing and building structures with blocks or other available materials</p>

Total Distance Learning Time: approximately 1 hour per day

Elementary

Priorities

- Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content
- Students will have both online and offline learning activities. These opportunities are provided Monday through Friday.
- The primary tools for communication between teachers and families will be at the teachers discretion
- Classroom teachers will provide online learning that will be made available to students

Approximate Time Frames for Learning - Including both Live Online Learning and Independent Practice**Kindergarten to Second Grades**

15-25 minutes per day	Reading (Science/Social Studies connections as appropriate)
15-20 minutes per day	Writing
15-25 minutes per day	Mathematics
15-20 minutes per day	Religion
20-25 minutes per day	Art, Music, and PE will provide a range of activities that continue to support the current program
Additional Learning	<p>Activities are intended to provide ideas for families on how to keep your child's mind engaged while they are away from school.</p> <p>Reading aloud and independent reading; Board games and challenges with math/strategy/critical thinking; Puzzles; Designing and building structures with blocks or other available materials</p>

Total Distance Learning Time: approximately 1.5 hours per day**Approximate Time Frames for Learning - Including both Online Learning and Independent Practice****Third to Fifth Gdes**

25-30 minutes per day	Reading (Science/Social Studies connections as appropriate)
25-30 minutes per day	Writing
25-30 minutes per day	Mathematics
25-30 minutes per day	Religion
20-30 minutes per day	Art, Music, and PE will provide a range of activities that continue to support the current program
Additional Learning	<p>Activities listed below are intended to provide ideas for families on how to keep your child's mind engaged while they are away from school.</p> <p>Reading aloud and independent reading; Board games and challenges with math/strategy/critical thinking; Puzzles; Designing and building structures with blocks or other available materials</p>

Total Distance Learning Time: approximately 2.5 hours per day

Middle School

Priorities

- Learning will be mainly focused around prioritized content
- Students will have both online and offline learning activities. These opportunities are provided Monday through Friday.
- The primary tools for communication between teachers and families will be at the teachers discretion

Approximate Time Frames for Learning - Including both Online Learning and Independent Practice

Grades 6, 7 & 8	
20-25 minutes per day	Reading, Writing, Mathematics, Science, Social Studies, Religion
30-60 minutes per week	Resource Support as needed (Reading, Mathematics)
15-20 minutes per day	Music (Band and Chorus), Art and PE teachers will provide a range of ungraded activities that continue to support the current program

Total Distance Learning Time: approximately 3 hours per day

High School

Priorities

- Learning will be mainly focused around prioritized content
- Students will have both online and offline learning activities. These opportunities are provided Monday through Friday.
- The primary tools for communication between teachers and families will be at the discretion of teachers
- Teachers will provide online learning that will be made available to students

Approximate Time Frames for Learning - Including both Online Learning and Independent Practice

Grades 9, 10, 11, 12	
30-35 minutes per day	Each scheduled high school course

Total Distance Learning Time: approximately 3.5-4 hours per day